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This comprehensive report of a 2-year study (1964-1966) of communications between the schools and the community includes descriptions of seven related study projects. Procedures and methodology for an effective school-community public relations program are described in a professional handbook produced as a result of the overall study. Fourteen steps for fact-finding and analysis of need, administrative planning, and program operation are explained. The seven study projects are (1) a survey of attitudes and information about public schools in Montgomery County, Maryland, (2) a survey of school-community information services, (3) a school news survey and content analysis, (4) an identification of county organizations and their relationships to schools, (5) a survey of school-community information programs in Maryland, (6) a survey of selected school public relations programs in 29 communities across the United States, and (7) the preparation of a school public relations bibliography of over 300 items available in the Washington, D.C. area. Appended questionnaires are accompanied by a description of procedures followed for sampling, distribution, followup, and coding of responses. (JK)

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THE SCHOOLS & THE COMMUNITY

...A COMMUNICATIONS STUDY

EA 001 926

THE SCHOOLS AND THE COMMUNITY;

A COMMUNICATIONS STUDY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, MARYLAND.

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Address inquiries to:

Suburban Area Study Group
109 Apple Grove Road
Silver Spring, Maryland 20904

FOREWORD

On June 8, 1964, a letter to the school administration of Montgomery County announced the beginning of a new study.

> "It is with great pleasure that I wish to inform you of a new and potentially valuable study project that our group plans to undertake. It will be an attempt to formulate comprehensive guidelines for improved school-community understanding.
>
> Our interest in this area of school affairs is prompted by our recognition of the scope of the communications problem in a school system of this size and complexity. To keep the public adequately informed about the on-going program, to interpret new developments fully, and to limit the spread of misinformation about the schools seem to us to be a task of immense proportions. We would like to devote our efforts toward clarifying this problem.
>
> Suburban Area Study Group, as the sponsoring organization, has a 21-year record of being a scrupulously unbiased, independent, non-action group devoted to seeking accurate information about schools and researching in depth specified areas."

- - - - - - - - - - -

Two years later, a study consisting of seven research projects and the development of a professional handbook has been completed.

We present our findings to the schools and to the community in the hope that we will have contributed to the development of mutual understanding that will lead to improved educational opportunities for children.

ACKNOWLEDGEMENTS

This study, in our opinion, was enriched by the wide variety of views represented. We are deeply indebted to the many people who have contributed their time and professional knowledge in either active participation, review of the manuscript and/or consultation. Hundreds of man hours have been donated by professionals in school-community public relations, commercial public relations and communications, journalism, school administration, sociology, social psychology, operations research, sampling methods, and statistics. In addition, citizens representing widely divergent community organizations, past and present school board members, and the school staff peronnel have assisted.

Our chief consultant, Dr. Samuel Goodman, has provided guidance from the inception of the study. Mr. David Kaplan and Dr. John Aird, with the assistance of Mr. Leon Pritzker and Mr. Joseph Waksberg, developed the research plan and analyzed the data for the citizens' survey.

Consultants who also served as reviewers of the manuscript were:

Dr. Harold Breimeyer
Dr. Benjamin Carmichael
Dr. James Conner
Mr. Junius Eddy
Dr. William Ellena
Dr. Gene Fusco
Dr. Keith Goldhammer
Mr. Malcolm Halliday
Mr. Carrol Hanson
Mr. Albert Holliday
Mr. Saul Lavisky
Dr. Roland Pellegrin
Mr. Cody Pfanstiehl
Miss Dee Preutsch
Dr. Archibald Shaw
Mr. Goran Stackig
Dr. William Strasser
Dr. James vanZwoll

Specialized consultation and other assistance was given by:

Mr. John Batcheldor
Mrs. Vera Berkman
Mrs. Ellen Brain
Mr. Thomas Coleman
Dr. Edwin Davis
Dr. William Dorfman
Dr. Melvin Engelhardt
Mr. Roger Farquhar
Capt. C. L. Gaasterlund
Mr. Norman Gelman
Mrs. Bea Gudridge
Mr. William Harper
Dr. Ray Hiebert
Mr. John Hoover
Mrs. Pearl Isenberg
Dr. Richard Kennan
Dr. Gordon Lippett
Mrs. William Livelsberger
Mr. William Lubbers
Mr. Neil MacNeil
Mrs. Laura Masters
Dr. Joseph Margolin
Mrs. Frederick McCann
Dr. William McPherson
Mr. Saul Miller
Mr. Robert Monahan
Dr. Annabelle Motz
Dr. John Palmer

--Continued on next page

Continued--

Mr. Roger Pope
Dr. Glen Robinson
Mr. Charles Saunders
Dr. John Scott
Dr. Frederick Seymour
Dr. William Shannon
Mrs. Laura Sharp
Mr. Arthur Simonds
Dr. John Staehle
Mrs. Clovia Tilley
Dr. Austin Van der Slice
Mrs. Dorethy Waleski
Mr. Frank Wall
Mrs. Eugene Weber
Dr. Murray Weitzman

Our appreciation is also expressed to these members of the Montgomery County Schools staff:

Dr. Homer Elseroad
Dr. Frederick Brown
Dr. Richard Collier
Dr. James Craig
Dr. Richard Darling
Dr. Marie de Carlo
Mrs. Norma Day
Dr. William Early
Mrs. Henrietta Gula
Dr. Paul Henry
Dr. James Jacobs
Mrs. Agens Kain
Dr. Theophil Muellen
Dr. John Permenter
Dr. Joseph Tarralo
Mr. Richard Wagner
Dr. Elizabeth Wilson

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SECTION I

INTRODUCTION

BACKGROUND

The Suburban Area Study Group of Montgomery County is composed primarily of parents of school children. The purpose of this citizen group is to study pertinent information regarding the school system. Members of the group are currently concerned with the need for improved and more comprehensive communications between the schools and the community they serve. Further, the study group realizes that citizens cannot effectively participate in the education of their children, nor can they as taxpayers adequately support the schools, without a firm understanding of school programs and policies and a constructive interest in the problems of the entire educational community. The study group felt that school-community communications should be studied in depth.

STUDY APPROACH

This communications study initially disclosed that, in one respect, the area of school public relations is decidedly non-methodical, in that random methods are commonly substituted for tested and effective practices. For this reason, the study concentrated heavily on careful fact-finding to introduce systematic rather than casual approaches to school public relations.

The first 18 months of the study were devoted to gathering background information for several individual studies. Each of these studies, represents, in part, one area of the understanding necessary for consistent, productive school public relations.

One of the project goals was the development of a methodology that would lend itself to the natural, sequential organization of the components of an information program. This methodology was expanded by offering a range of alternatives for many of these components. Thus, a "Professional Handbook" was developed that can be used as a basis for the solid planning and operation of a communication program. The total contribution of the study, therefore, is:

1. A comprehensive base of factual information
2. A methodology for developing and operating a formal school public relations program
3. A series of general recommendations

The Suburban Area Study Group believes that any effectual communications program must be thoroughly integrated with the:

- Total aims and objectives of the school system
- Balance of school programs as envisioned by the professional staff
- Administrative method of operation

A good program of communications must be developed by the professional staff; this study is intended to implement the development of such a program.

OPERATIONAL PROCEDURE

The time schedule for the preparation of this study is as follows:

EVENT	DATE
Basic Study Outline	May 1964
Refined Study Outline	September 1964
Research Design Workshop	November 1964
Refined Research Approach	December 1964
Progress Reports	May 1965
Initial Handbook Draft	December 1965
Second Progress Report	January 1966
Initial Draft of Total Report	March 1966
Recommendation Sessions	April 1966
Editing Sessions	May 1966
Completed Report	July 1966

Individual Studies

The initial study plan included a rough outline for each project in terms of:

1. Problem definition
2. Group or area involved
3. Individual or group conducting research
4. Operational research design (sample and instrumentation)
5. Data to be secured
6. Data collection method (procedure, personnel, schedule, data processing, data analysis)
7. Estimate of cost

From this base, each project leader refined the problem and developed a suitable research approach, instrumentation, etc. The technical approach is outlined in each of the reports.

The Professional Handbook

A depth study of both the literature in the field and descriptions of existing school public relations programs, in combination with the development of original material, provided the base for the methodology and range of alternatives for school communications programming.

Recommendations

The SASG Executive Committee and project leaders prepared the original set of recommendations, which were subsequently approved by the membership.

SUMMARY

Conclusions

The following is a capsule description of good school-community information services:

- They are broadly comprehensive and include many types of "relations" such as staff relations, public relations, and pupil relations.
- They are mutually beneficial communications exchanges (two-way) between the schools and their "publics."
- Their purpose is to develop a level of mutual understanding that will serve the basic objective common to all areas of school administration: to improve educational opportunities for all children.

1. Good school-community information services are necessary to:

   a. Enlist the understanding, as well as the support of the community.
   b. Strengthen the schools as democratic institutions.
   c. Improve educational opportunities for every child.

2. Good school-community information services should be:

   a. Beneficial to the staff in terms of increased administrative efficiency and fuller implementation of educational goals.
   b. Beneficial to the community in terms of increased understanding and informed participation in the making of educational policy.
   c. Grounded in the disciplines of the behavioral sciences.
   d. Alert to evidence that interpersonal communications are better received and understood than are mass media communications.
   e. Honest in their representation of facts pertaining to schools.

3. Good school-community information services must be:

   a. Expertly directed.
   b. Methodically planned.
   c. Adequately supported.
   d. Responsive to "real" needs.
   e. Conceived as a formal, comprehensive, long-range program.
   f. Continuously and objectively evaluated to measure their effeciveness.

Recommendations

1. A formal, long-range program of school-community information services should be instituted by public school systems.

2. A director should be employed whose qualifications include administrative competence, communications capability, and background in the

relevant behavioral sciences.

3. The director's administrative status should enable him to function with reasonable authority and confidence.
4. An initial period in the program design should be devoted to study and planning rather than action.
5. An advisory committee to the director should be appointed, to include top-ranking professional specialists in commercial communications, sampling methods, journalism and media use, audio-visual techniques, industrial public relations, etc.
6. Objective fact-finding should form the basis for all program planning.
7. A methodical approach should be applied both to planning and to the operational program.
8. The program should be developed in terms of the community's particular needs and circumstances, but should always include:
    a. Staff orientation
    b. Emphasis on interpersonal (two-way) communication
    c. Evaluation of the program's effectiveness through communications feedback.
9. Direction, flexibility, and support of the program should be reinforced by written policy.

SCHOOL COMMUNICATIONS AND THE PUBLIC

Professional Handbook for School-Community Information Services

Prepared by: Beverly B. Stackig

SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, JULY 1966

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I. INTRODUCTION

IS SCHOOL-PUBLIC RELATIONS NECESSARY?

That is not the question, really. The question is: Do the people in the community need to know more about schools?

In a democratic society--where an informed citizenry is imperative to the functioning, development, and success of that society--the answer must be a resounding YES.

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> "Public attitudes about education are conditioned by the extent of knowledge individual citizens have about the objectives, problems and needs of the public school system. . . . If people don't understand something, they oppose it generally, if given a choice." (James Sensenbaugh)

> "Community members who have an understanding of educational purposes and practices through active participation are not easily incited to action based on hearsay, biased opinion, or emotional prejudices." (Grinell, 9)

Or as Arthur Rice (19) views the problem:

> "Will citizens support the schools of the future? Public education is threatened by: (1) tremendous numbers of children enrolling in schools as the school age is extended from pre-school through junior college; (2) rapidly increasing costs (70% in the last decade); (3) rapidly increasing costs of competing services (sanitation, health, roads, etc.); (4) increasing degree of governmental indebtedness (e.g. state government indebtedness has increased 471% in 15 years); (5) increasing 'golden age' population who are generally non-supporters of schools; (6) as costs increase, there will be more resistance from parochial school supporters; (7) integration will cost much more, leading to increased citizen resistance."

- - - - - - - - - - - -

There are three basic reasons why an effective school-community information program is needed:

(1) To improve educational opportunities for children

(2) To insure survival of the public school as a democratic institution
(3) To meet changing conditions and needs

(1) To improve educational opportunities for children requires school responsiveness to community goals and aspirations, strong educational leadership, best use of community resources, and increased parental involvement in shared responsibility for the education of the individual child.

(2) To insure the survival of public schools as a democratic institution requires intelligent voting behavior, schools that serve the needs peculiar to the community, adequate support for educational requirements and shared school-community understanding that lays a stable foundation for the schools as an on-going institution (free of major upheavals).

(3) To meet changing conditions and needs requires understanding of the current era of transition and disruption. Rapid changes are occurring in job expectations, in the expansion of knowledge and information, in technical skills, in earlier maturation of children, etc.

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> "Despite the need for new classrooms, more libraries and laboratories, nearly one-third of the bond issues for the nation's schools were defeated last year. High taxes are disturbing home owners, who 'get even' by voting down needed school funds. The time has come to bring the schools and the people who support them closer together."

Dr. Benjamin Fine thus outlined one of the reasons why school communications is needed. There are many others.

But, most important, the communications approach must be planned. A planned communications approach is needed for internal administrative efficiency. A planned communications approach is needed to integrate the shared home-school education of individual children. A planned approach is needed to advise and train those staff members who will be spending much of their time communicating. A planned approach is needed to appraise the real needs and aspirations of the community.

Without a planned communications approach, it is impossible to separate essential from less important activities; to organize efficiently; to utilize available resources efficiently; to communicate in such a fashion that you gain the ends you desire; to evaluate your efforts and discern whether or not you are meeting your goals.

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In summary

Is school public relations necessary? Yes. But it needs to be carefully planned to meet educational objectives, it needs to be methodically executed, it needs to be evaluated, and it needs to be adaptable to change.

CONCEPTS IN SCHOOL-PUBLIC RELATIONS

> "Schools cannot avoid public relations. A community will inform itself and register opinions about its schools regardless of the degree of positive effort employed to keep the public informed. Obviously, public relations are not a matter of choice." (Bortner, 1)

School-community relations exist whether they are ordered or not, but good school-community relations do not come about of themselves. The absence of a planned program can set the stage for confusion, tension, frustration, and conflict. A minimum program can counter some of the effects of gross misinformation; a good program can produce the understanding needed to support a top-notch educational program.

SCHOOL PR AS AN ADMINISTRATIVE TOOL

"School-community relations" is a term that has been much misunderstood and unfairly maligned. It is broadly comprehensive, including public relations, staff relations, pupil relations, parent relations, interagency relations. It is concerned with internal as well as external communications. It is a tool of school administration. School communications is not an end unto itself; it is, rather, one more tool to advance educational goals.*

Most superintendents today fail to use this tool constructively. By so failing, they dissipate their own time and effort, fail to get needed support, and limit the quality of education which they are able to provide.

Neal Gross wrote, "It seems to us that public relations is the one area of school administration in which the superintendent cannot be less than excellent and hope to provide his community with the educational system with which it will be satisfied." (10)

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*School-public relations, school-community relations, and school communications are terms used interchangibly throughout the text. They are not truly synonymous. The first two are used because they are commonly understood, the last (school communications) because it represents the broad area of actual concern.

The benefit of planned school communications lies not only in saving the time of the superintendent, but also in more efficient utilization of his staff--all of whom are, in fact, public relations agents for the schools.

SCHOOL PR AS A REFLECTION OF EDUCATIONAL LEADERSHIP

Schools are generally thought to operate in a rational, non-political and non-propagandistic arena. This is untrue. Texts written in ideological terms like to present school communications as being non-persuasive; schools as having no political roots; the public as responding in an objective manner. In fact, however, a communication is conceived in the mind of an individual who has a reason for saying what he does; schools are political (most school boards are elected and the citizenry has a strong political voice in school operation); citizen attitudes toward the schools are as deeply rooted and irrational as attitudes toward patriotism and motherhood.

To operate upon the basis of false ideologies is to operate blindly. It is better to understand that the arena of school communications is political, that the target audiences are not particularly rational, that a school communication does and should reflect educational leadership--a point of view.

Good school-community relations require active, aggressive leadership on the part of the school superintendent and his staff. They further require the participation, policy development, and support of the school board, as the important intermediaries between the schools and the community. The school staff and school board are the educational leaders of the community, and school-community relations are matters of educational leadership. This does not mean that leadership should function in a vacuum; leadership presupposes the ability to listen and to be responsive to other group members.

An illustration of this kind of leadership, which reveals both its diverse nature and strict adherence to educational goals, is conveyed in this definition by Neal Gross: (10)

> "Educational leadership means:
>
> (1) The ability to influence a school staff and the community to raise its educational goals.
> (2) The ability to get the professional staff and community to work together in developing an educational philosophy and set of educational goals that will provide a firm basis for developing school policies and programs.
> (3) The ability to work effectively with the staff to accomplish these objectives.
> (4) The ability to convince the community and its key opinion leaders of the need to provide sufficient funds for the schools.

> (5) Sufficient self-confidence to be willing to speak frankly with the community of the weaknesses as well as the strengths of the schools."

And Paul Misner wrote:

> "The effectiveness of the administrator in organizing and administering the public relations program will depend largely upon how he interprets his leadership function. The administrator who recognizes that an effective program of public relations must be based on the enthusiastic cooperation and widespread participation of school and community personnel, will be able to secure interest and support from the individuals whom he succeeds in involving responsibly in the enterprise." (Quoted in Grinell, 9)

SCHOOL PR AS A SOCIAL FORCE

In school-community relations, there are three broad areas involved: public relations, democratic group processes, and community forces.

Public relations (information understood = action). This is perhaps the best understood area of school-community relations. It involves, essentially, the dissemination and receipt of information about schools. Information, however, is not an end unto itself. Information that simply adds to a fund of stored knowledge is meaningless; only when the recipient of information acts upon it does it become significant to the schools.

> "Mutual understanding is an absolute prerequisite to cooperative participation, but the attainment of understanding is not in itself a guarantee of such action. The most dynamic phase of our public relations program is the planning of activities that will motivate the community to action." (Stout, 21)

William Strasser (22) raised this question: "How can relevant information be disseminated to the staff and the community?" His answer: "Every available medium ought to be used to get the information to diverse groups on the basis of what they need, in terms of what they understand, and on deadlines they must meet." His comments reveal a common weakness in school PR. Information disseminated by schools is, more often than not, either phrased in pedagese or aimed at the fourth-grade mentality. It appears in thick brochures that are too big to read; it concerns subject matter which is of no benefit or interest to the reader; it is disseminated to a target audience which is not receptive. A good communication, by contrast, is a perfect blending of content, communication channel, and target audience. This blending cannot be performed by an amateur; it cannot be done on a superficial basis. Good communications take real know-how and very careful planning.

Democratic Group Processes (staff & public participation = involvement). This means, essentially, participation and involvement of both the staff and the public. Staff participation would entail getting the needed information and sharing in both the decision-making and activities in school-community relations. Public participation encompasses receiving and giving information, voter activity, local school activities, serving as consultants or on advisory boards, sharing community resources, initiating school-based activities, etc. The greater the degree of participation, the more the impact of vocal anti-school minorities is diluted. When the impetus for participation originates in the schools, there is more opportunity for orderly, intelligent, and effective contributions to the schools.

Broad-based community involvement helps assure appreciation by the schools of community goals and aspirations. Good coordination with local governmental agencies and community organizations helps assure greater efficiency in serving the needs of children. Parental involvement helps assure a more meaningful sharing in the education of the individual child. Citizen involvement helps assure better use of community resources and needed financial support for the schools.

Involvement heightens interest, makes the community part of the effort, translates knowledge into action, and builds feedback of communications into the school system. An emphasis on involvement is an emphasis on face-to-face contact--and that is where the emphasis should be.

Community forces (influential leadership = decision-making). Community forces are those forces characteristic of a given community that affect school communications, values, ways of working, organizational patterns, etc. These forces cannot be altered or controlled to anv great extent, but they can be used, and perhaps even directed, if they are thoroughly understood.

Agencies that compete with the schools for public money and attention are one community force. Another may be psychological; the offensive position, for example, is to the natural advantage of opposition groups. The degree of community participation exerts a particularly important force upon educational decision-making. Research has shown that less than three per cent of the population are active decision makers (school staff, school board members, ex-school board members, civic leaders, etc.). About thirty per cent of the population are "natural supporters" of the schools by virtue of their participation in school elections, readership and socialization patterns, etc. The remaining group may be characterized as latent supporters or non-supporters of the schools and are motivated to act only in crisis or conflict situations.

That leadership is in the hands of those people who advocate their ideas and possess a degree of expertize is entirely proper in our democratic system. In fact, it is the competing leaders who insure public exposure to alternative ideas. It is a nice concept to think of democracy as the "will of the people," but it is, rather, the will of those people who choose to exert their will in a given area. The people who initiate educational changes are not, as a general rule, those people who are dominant in business or local government. Though the schools "belong to the people" and must be supported by the people, only a minority of the people normally show interest or exercise their opportunity to vote. Even those voters cannot vote intelligently unless they have facts.

"There exists a real challenge to our ingenuity for devising new approaches to communicating with the public." Professor Pellegrin added:

> "As we have seen, there is a serious lack of reciprocal and direct communication between educators and people from certain segments of the community. Establishing these lines of communication will be a difficult task, for the problem not only involves a selling job, but a fundamental change in attitudes, perspectives, and values that are deeply entrenched. It is likely, however, that opportunities for gaining support are greatest if we turn our attention less to the short-range problems of the moment, and more toward the cultivation of an appreciation among all population segments of the crucial role of education in our society." (17)

SCHOOL PR AS A PLANNED PROGRAM

Objectives of school PR program planning. Assuming that school public relations is not selling some fixed idea, but rather seeking to arrive at a school-community consensus that will yield a quality of education appropriate to the community, then the PR program should focus on:

(1) Operation as a two-way medium through which effective communication is maintained from school to community and community to school.

(2) Active participation of a broad segment of school personnel in planning and executing the public relations activity.

(3) Development of means whereby community agencies and activities may be coordinated effectively with the program.

(4) Progressive development of policies whereby efficiency of operation is achieved through a methodical approach, clear-cut delegation of authority, measures for evaluation, and built-in flexibility.

Priorities in a hypothetical School PR program.

(First) Handle those on-going PR duties that are part of a school system with or without an information program: answering telephone inquiries, giving information to the press, etc.

(Second) Involve the staff. Start at the top and get the kind of support, recognition, and understanding needed for effective operations. Then involve the entire staff. This would require a decentralized approach, in-service training, briefings, information bulletins, etc.

(Third) Establish interpersonal contacts between parents and local school staffs. The relationship now between parents and teachers is like blind-man's buff; the teachers and the parents spend their time maneuvering around each other. Training to help the teacher in conferencing techniques, administrative policies and practices that would open communication channels, better use of local school publications, etc., would help.

(Fourth) Form advisory groups. The citizen who has the opportunity to discover the reality of school needs for himself often becomes a strong supporter of the schools. Such advisory groups tap the human resources in the community at no cost. Critics should be included, because the informed critic, if the needs are real, is no longer a critic.

(Fifth) Establish interpersonal contacts with influentials and pro-school organizations through briefings, letters, discussion groups, etc.

(Sixth) Establish interpersonal contacts between schools and their local communities. This would involve "community-school" practices and might include such devices as the use of "block representatives."

(Seventh) Provide information to the "natural supporter" group. Activate this easily approached segment; get them involved and talking.

(Eighth) Provide information to citizens and organizations that can be reached by mass media.

(Ninth) Provide information to citizens who are not approachable through mass media. The schoolman has to go to these people and meet them on their terms.

II. SCOPE OF THE HANDBOOK

ORGANIZATION

Purpose. The purpose of the handbook is to help plan and operate an efficient, productive information program.

The handbook is not designed to present a canned or prefabricated program that applies in all situations; in fact, a well planned program must be designed by the implementing school system and tailored to fill the needs peculiar to its situation.

This handbook is like a giant checklist. It describes all the component parts of a school PR program and shows how they are related. It delineates the sequential steps through which a program can be created. It shows the range of alternatives available. It is a composite picture of the whole that will give perspective to the selection process inherent in its use.

Methodology. The methodology has been developed on the assumption that there are three stages in the creation of a school-public information program. Each stage is in turn divided into sequential steps as follows:

Stage I - Fact-finding and Analysis of Need

Step 1 - A climate for fact-finding
Step 2 - Nine areas for fact-finding
Step 3 - Analysis to identify actual needs

Stage II - Administrative Planning

Step 4 - Goals and objectives
Step 5 - Administrative framework

Stage III - The Operational Program

Step 6 - Administrative operations
Step 7 - Operational planning elements
Step 8 - Master and emergency plans
Step 9 - Communications action program

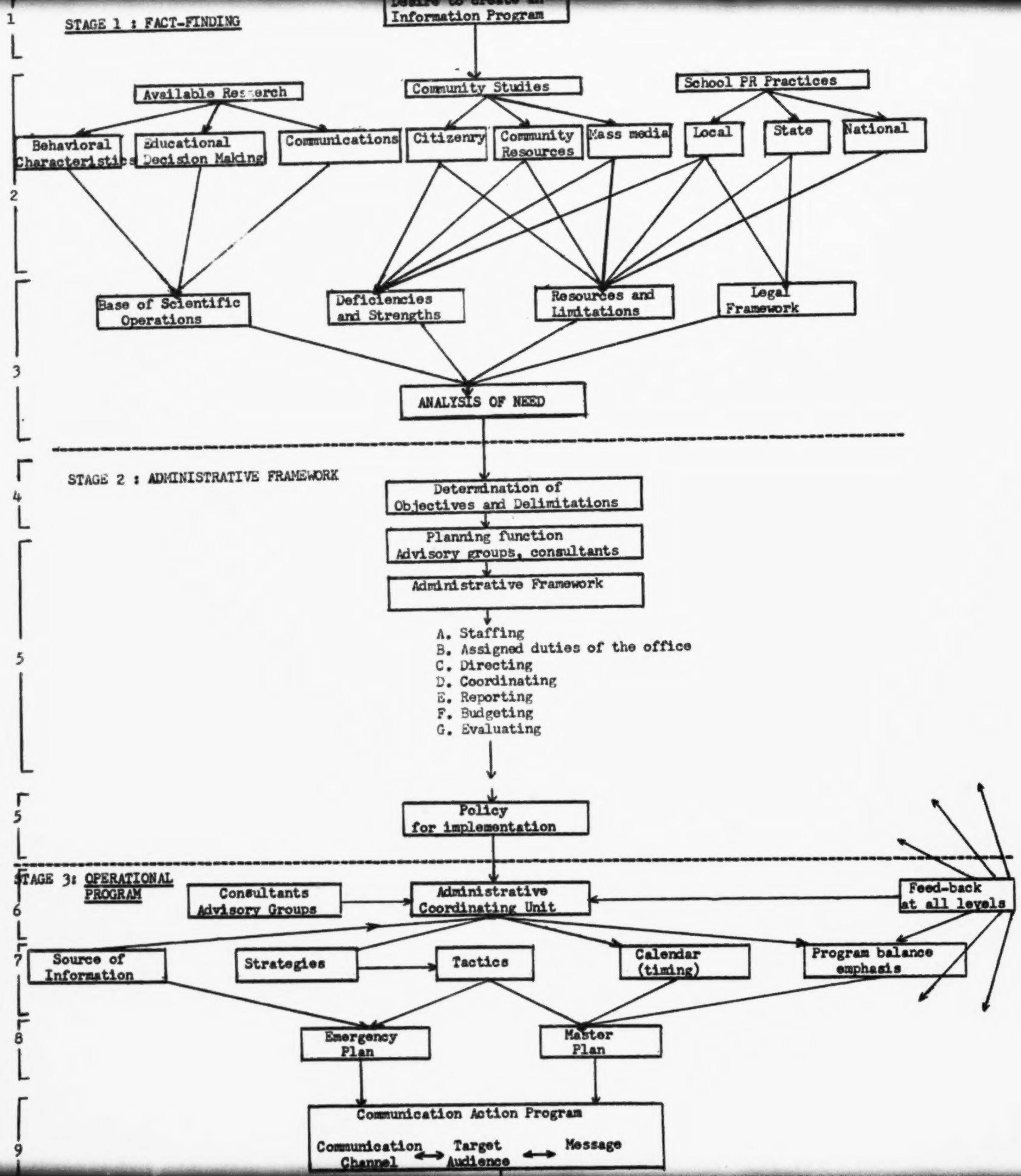
Step 10 - Active units
Step 11 - Communications channels
Step 12 - Feedback and evaluation
Step 13 - External forces affecting program
Step 14 - Continuous change

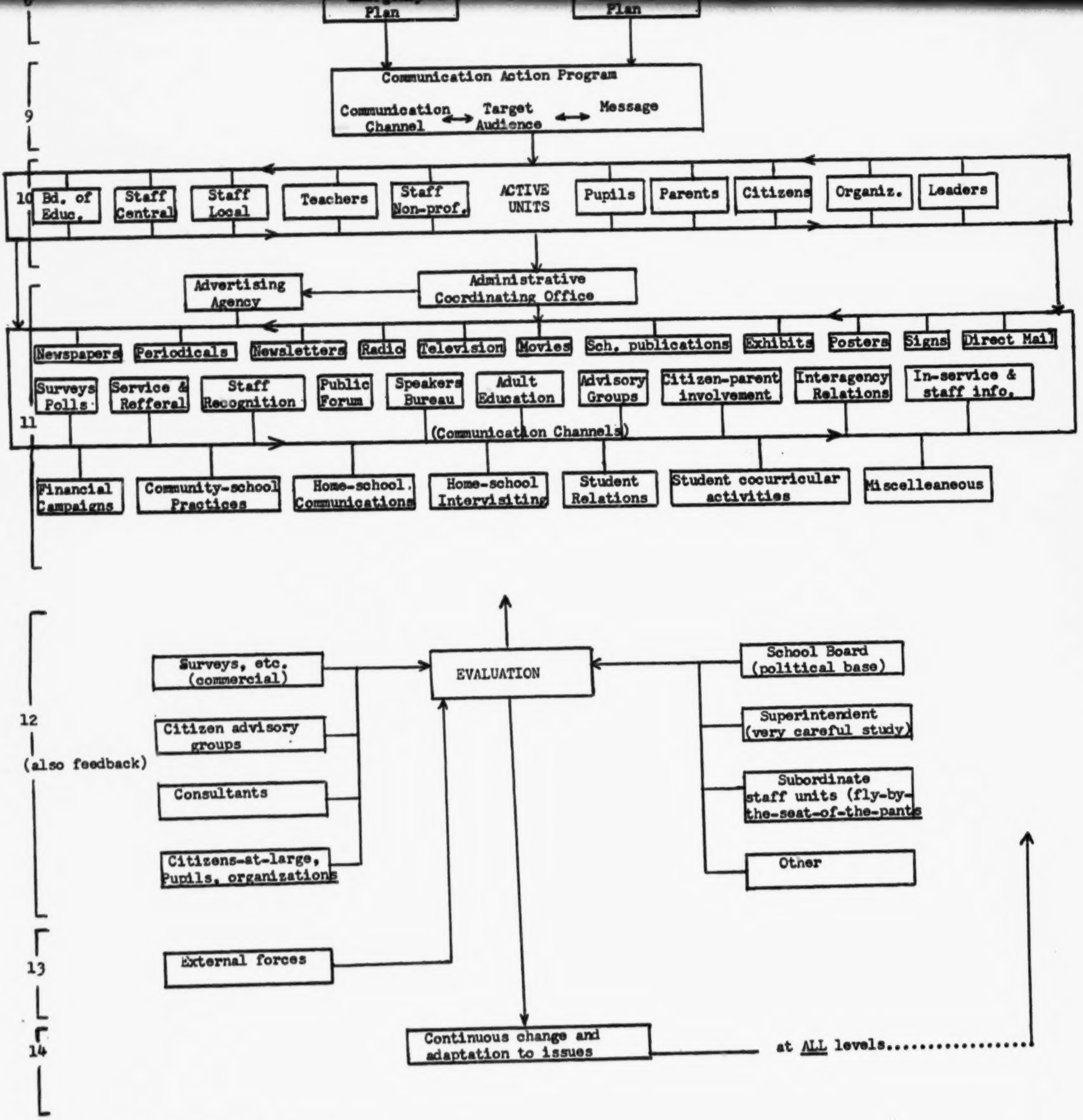
Range of alternatives. In areas where adequate information is available, listings have been compiled by category representing the range of choices from which the implementing school system can select items needed to fulfill its program goals. These alternatives have been extracted, often verbatim, primarily from materials published by various school systems describing their school PR activities. (Some items are included which the author considers ill-conceived; they are included, nevertheless, to show the scope of current PR practice.)

These listings are largely contained in the APPENDIX, with appropriate page references given throughout the handbook.

SCHEMATIC DIAGRAM OF THE METHODOLOGY

The following schematic diagram illustrates the methodology of school PR program planning and operation. It shows the three stages and fourteen steps in a chronological time sequence. In addition, it illustrates component interrelationships within the program.

1
STAGE 1 : FACT-FINDING
Desire to create an Information Program
2
Available Research
Behavioral Characteristics
Educational Decision Making
Communications
Community Studies
Citizenry
Community Resources
Mass media
School PR Practices
Local
State
National
3
Base of Scientific Operations
Deficiencies and Strengths
Resources and Limitations
Legal Framework
ANALYSIS OF NEED
STAGE 2 : ADMINISTRATIVE FRAMEWORK
4
Determination of Objectives and Delimitations
5
Planning function Advisory groups, consultants
Administrative Framework
A. Staffing
B. Assigned duties of the office
C. Directing
D. Coordinating
E. Reporting
F. Budgeting
G. Evaluating
5
Policy for implementation
STAGE 3: OPERATIONAL PROGRAM
6
Consultants Advisory Groups
Administrative Coordinating Unit
Feed-back at all levels
7
Source of Information
Strategies
Tactics
Calendar (timing)
Program balance emphasis
8
Emergency Plan
Master Plan
9
Communication Action Program
Communication Channel
Target Audience
Message


Plan
Plan
Communication Action Program
Communication Channel
Target Audience
Message
9
10
Bd. of Educ.
Staff Central
Staff Local
Teachers
Staff Non-prof.
ACTIVE UNITS
Pupils
Parents
Citizens
Organiz.
Leaders
Administrative Coordinating Office
Advertising Agency
11
Newspapers
Periodicals
Newsletters
Radio
Television
Movies
Sch. publications
Exhibits
Posters
Signs
Direct Mail
Surveys Polls
Service & Refferal
Staff Recognition
Public Forum
Speakers Bureau
Adult Education
Advisory Groups
Citizen-parent involvement
Interagency Relations
In-service & staff info.
(Communication Channels)
Financial Campaigns
Community-school Practices
Home-school Communications
Home-school Intervisiting
Student Relations
Student cocurricular activities
Miscelleaneous
12
(also feedback)
Surveys, etc. (commercial)
Citizen advisory groups
Consultants
Citizens-at-large, Pupils, organizations
EVALUATION
School Board (political base)
Superintendent (very careful study)
Subordinate staff units (fly-by-the-seat-of-the-pants
Other
13
External forces
14
Continuous change and adaptation to issues
at ALL levels.................

Suburban Area Study Group
Schematic Diagram of Technical Handbook

OPERATING PREMISES

On the basis of two years of study in a field which has few, if any, absolute criteria, the author has drawn conclusions that relate to major current shortcomings and to areas of needed emphasis in school PR. These are the operating premises reflected throughout the handbook.

Emphasis on the "man at the top." Twenty thousand dollars is not too much to pay a man who can save the schools three times that much; $100,000 spent on school PR is cheap if it brings the schools significantly closer to their educational goals. One thing is certain: money wisely invested in school public relations will insure both greater efficiency of operation and development of the stable climate that makes it possible to educate children in a better way.

What is a "wise investment" in school PR? A wise investment is hiring a man with real communications capabilities, giving him the support he needs, and letting him do the job. A poor investment is hiring a man simply because he is an English teacher or a journalist and expecting him to be an effective communications agent for the schools.

Two kinds of knowledge are needed by the school PR practitioner: (1) professional communications capability; (2) thorough understanding of the school system and its goals. Finding a man with both qualifications is difficult, but if a man were hired who has expertize in one area, the time he would require to learn the other would be a good investment.

It is a good investment, then, to give a qualified man adequate time to learn what he needs to know. A good investment, also, to give him the support he needs. This support would include an administrative position that is strategic, one in which he is the right arm of the superintendent; a degree of status and independence that will allow for efficient and effective operations; a carefully structured administrative plan that takes into consideration the need for coordination, reporting, and evaluation; and the subordinate personnel, policy, and financing required to fulfill program objectives.

With this investment, relax and let him do the job. He will find effective ways to employ staff talent. He will find ways of establishing channels of communication between the schools and the community that are, in fact, two-way. He will know how to advise on the actual needs and aspirations of the community, on the behavioral aspects of people, on the ways in which a crisis situation may be met, etc.

Emphasis on the behavioral sciences. School PR is basically a behavioral science activity. It deals with people and their behavior. It involves the existing attitudes of citizens, staff, school board, pupils, community agencies, etc.; the principles involved in the process of communication; the influence forces on educational decision-making; the demographic character of the community as related to schools.

SCOPE OF THE HANDBOOK
Operating Premises
(Emphasis on the behavioral sciences)

Background in the behavioral sciences for capability in school PR is not stressed in the literature. Thorough knowledge of the relevant behavioral sciences, as well as of the school system and its goals, is a sound basis on which a program of school communications can operate.

Emphasis on administrative efficiency in school PR. As all members of the school staff are, unwittingly or not, agents of school PR, and as all members of the staff require communications skills in order to function effectively, administrative efficiency in school PR hinges on three basic factors:

(1) Clear-cut objectives that grow out of careful fact-finding.

(2) Systematic planning to develop the master and emergency plan, strategies and tactics, optimum utilization of available resources, a balance of effort in terms of the program objectives, etc. This kind of formal planning will foster public relations activities which are carefully conceived and executed, and the program will develop a step at a time as staff capability grows.

(3) Competence of staff personnel. It has already been stressed that the man at the top is a primary consideration; subordinate positions should reflect the same emphasis on actual capability.

The man at the top and the planning will account for ninety per cent of the success of the program.

Emphasis on interpersonal communication. Research has shown that mass media, in deeply rooted attitudinal areas, serves simply to reinforce existing biases and prejudices and are not effective in changing attitudes. What work in these areas are face-to-face contacts. And the best of these interpersonal contacts is one in which the citizen is actively involved--direct participation in which he feels he shares in school decision-making.

As a hypothetical example of the limitations of mass media,* consider the publication of an annual school financial report. It will not even be read by a majority of those parents and taxpayers affected; it will be screened by the anti-school groups for reinforcement of their prejudices; it will be interpreted by the taxpayers' league as proof of administrative fat; and by the PTA as proof of insufficient services.

If the same information is given to an interested school patron, however, he is likely to talk about it informally to friends and neighbors. He will present the school story in terms that his friends and neighbors can really understand, because they share the same frame of reference, biases, etc. Thus, the original communication is translated into real understanding through the medium of interpersonal contact. It is this translation of knowledge into understanding that provides a base for constructive action.

Emphasis on interpersonal contact may well mean that more money will be spent on personnel than on media use. Since the school PR program exists to accomplish specific goals, and since funds should be so allocated to best produce desired results, this is a good investment.

Emphasis on feedback and evaluation. The communications process is a two-way street. A message from the source is influenced by the receiver: his biases, understandings, readership habits, etc. The actual message, in other words, is in the mind of the receiver.

No effective information program can afford to ignore this. Decoding (reaction) is built into the communication--all that is required is to listen. This suggests using such channels as advisory groups, parent-teacher conferences, briefings with question periods, etc.

In the absence of interpersonal communication channels, in which the feedback is automatic, such devises as surveys and polls can be used to ascertain the message that has come through--that is, the effectiveness of the effort. It is not yet possible, in the absence of absolute scientific criteria, to measure effectiveness exactly, but it is possible to determine it in general terms.

Emphasis on "honest packaging." A good PR program needs a good product. The public will not long be deluded by attempts to gloss over difficulties or paint false images; it is better for the schools to be open from the beginning about their problems as well as their successes. By so doing, they not only stand a better chance of gaining community understanding and support for needed changes, but they will have created an invaluable image of honesty and integrity.

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*The term "mass media" is used throughout the handbook to denote one-way communications (printed, telecast, broadcast) as differentiated from interpersonal communications (face-to-face).

III. METHODOLOGY

STAGE I

Fact-Finding and Analysis of Need

Step 1 - A Climate for Fact-finding

Step 2 - Nine Areas for Fact-finding

Step 3 - Analysis to Identify Actual Need

STEP 1 - A CLIMATE FOR FACT-FINDING

THE DESIRE TO CREATE A FORMAL PROGRAM

Perceived needs. Perceived needs are basically intuitive; they exist on many levels, and they can be right or wrong. For example, educational leadership may be perceived as weak because vocal minorities are strong, because citizens see high school counselors as administrative fat, because advantageous federal programs are not approved for fear of socialistic encroachment, or because important bond levies fail to pass.

By and large, the need for improved school-community relations is perceived by school administrators as a failure in communication with some segment of the public, or as the public's failure to support some specific issue.

Motivation. It is important to recognize that good school public relations, as an administrative and teaching tool, can advance educational goals and solve problems. And it is important to perceive this in the individual school system. If this concept is recognized, there is the support required to do the necessary fact-finding, planning and solidly conceived operations that are the prime ingredients in a good program.

Once the staff desires a formal public relations program, it can begin to create one. In order for the program to be effective, however, it must not only be responsive to the perceived needs of the community--its significant goals and aspirations--but it must also take into account the actual needs involved in good school-community relations.

Actual needs. A knowledge of actual needs will make possible intelligent decisions about the objectives, organization, size, and cost of the school public-relations program. It will make the difference between a hit-or-miss operation and a planned, coordinated, long-range effort. It will answer such questions as: What are our staff strengths and weaknesses? How much do the citizens already know about schools? How can relevant literature and research contribute toward solving our problems in school-community relations? What do other school systems do in our situation?

Actual needs can only be determined by fact-finding. The rest of Stage I is concerned with the types of information that schools may need to understand their actual needs.

FACT-FINDING NEEDS A FRAME OF REFERENCE

As fact-finding in school-community relations often entails ambiguities or lacks a base of known elements, a sophisticated research approach is desirable. Obviously, all fact-finding cannot be carried out at a uniformly high level; staff and other resources will be limited. Appraisals which are more cursory can be made and would be useful--provided that they are not overinterpreted.

In general, fact-finding will yield the most accurate definition of actual needs if it is planned and carried out within the following frame of reference:

(A) The identification stage

  a. Identify the problem as you see it.
  b. Identify the resources and capabilities which can be brought to bear on the problem.

(B) Research design stage

  a. Determine what kind of data is needed.
  b. Determine what population should be studied.
  c. Determine what fact-finding method should be used.
  d. Reconsider (B) a, b, c, in terms of (A) b.
  e. Set up a timetable for the study project.

(C) Research stage

  a. Conduct research.
  b. Collect data.
  c. Tabulate data.

(D) Analysis stage

  a. Analyze data
  b. Interpret results.
  c. Relate results to the problem as it was originally seen.
  d. Identify actual needs.

(E) Implementation stage

  a. Present findings and conclusions.
  b. Encourage recognition of actual rather than perceived needs.
  c. Act to resolve the real problem.

Fact-finding is important. As much as possible, one should know why any operation in school public relations should be undertaken, how it should be handled, and what it should accomplish.

STEP 2 - NINE AREAS FOR FACT-FINDING

Information needed for program planning in school public relations falls into nine basic areas:

INFORMATION DRAWN FROM EXISTING LITERATURE AND RESEARCH

A. Studies in the behavioral sciences
B. Studies in educational decision-making
C. Communications principles and methods

STUDIES IN THE LOCAL COMMUNITY

D. Citizenry
E. Community resources and forces
F. Local mass media practices

SCHOOL PUBLIC RELATIONS PRACTICES

G. Local
H. State
I. National

- - - - - - - - - - -

INFORMATION DRAWN FROM EXISTING LITERATURE AND RESEARCH

This information is needed primarily by the director of the program. As it is highly improbable that he will be sufficiently familiar with current research in the field, it would be an asset to the long-range program to allow him adequate time for study. This is, perhaps, the most critical information the director needs in order to perform well; it is the heart of his effort.

Behavioral science studies of relevant attitudes and other factors are still in the early stages of development, but there is already much that is useful. For example, many studies have been made of the attitudes held by citizens and the staff toward school matters, on voter participation, and on educational decision-making. Research in the field of general communications is perhaps the most advanced. Familiarity with such information will allow the director to conduct a more scientifically based operation.

The annotated bibliography at the end of the handbook contains selected publications that will be especially useful in updating this area of knowledge.

FACT-FINDING AND ANALYSIS OF NEED
Nine Areas of Fact-finding
(Information from existing literature)

A. Studies in the Behavioral Sciences

Some of the subject matter available in this area includes studies of individuals as related to schools (citizens, teachers, superintendents, school board members, etc.), social participation, and voter participation.

B. Studies of Forces in Educational Decision-making

This is such a new field that its most significant work has been done since 1962. The research methodology, however, has now been refined to the point where much useful and valid information has resulted from studies of particular communities. Such studies, however, require trained researchers, and these are in limited supply. School administrators who attempt their own amateur studies may well succeed simply in deluding themselves with misinformation about the real power forces in their communities.

C. Communications Principles and Methods

Texts are available on techniques and principles of communications, public relations, and school public relations. Other published material includes mass media organization and practice ("trade" material, updated monthly), studies of readership patterns, persuasion, and psychological warfare. Scott Cutlip has recently published a comprehensive bibliography that includes most of the significant material: Public Relations Bibliography.

STUDIES OF THE LOCAL COMMUNITY

Community studies are aimed at obtaining basically descriptive information about the climate and conditions that exist in a local setting. Many characteristics of the citizens, the community's resources, and local mass media practices should be studied.

D. Studies of the Local Citizenry

Three basic areas should be explored:

> The level, accuracy, and sources of information citizens have about the schools. (What is the present status of citizens' information about the schools? Where does it come from? How accurate is it?)
>
> The citizens' educational goals, aspirations, and attitudes towards the schools. (What do citizens think about their schools? In what ways do they feel that schools are deficient?)

A socio-economic profile of the community as related to school interests. (What demographic factors are directly related to schools? How can census material be made useful to school public relations?)

More detailed and specific information may be found in the APPENDIX, as follows:

Table 1: Status of Citizen Information about Schools (page 83).

Table 2: Socio-economic Factors affecting School-community Relations (page 85).

E. Studies of Community Resources and Forces

This area of fact-finding inclues three categories. Some of the questions that might be asked under them are as follows:

Community organizations. What are the existing and potential relationships of community organizations and the public schools? What functions of these organizations (communications, services) are directly related to schools? How could cooperation among these organizations be used to benefit schools? What is the nature of community organizations as regards group affiliations, purpose, function, etc.?

Resources: Educational and financial. What is the actual ability of the community to pay? What individuals, organizations, industries, etc., can be directly helpful to the educational program? What groups might be willing to finance special programs? How can other local government activities be more efficiently integrated with school programs to better serve the children of the community?

Influence forces in educational decision-making. Is the PTA an effective force in shaping community opinions? Are there special forces that exert pressure on the educational decisions of school board members? Does the superintendent exert his full powers in decision-making?

More detailed and specific information may be found in the APPENDIX, as follows:

Table 3: Community Organizations in Relation to School Communications (page 89).

Table 4: Community Resources: Educational and Financial (page 93).

F. Studies of Local Mass Media

This area of investigation includes two categories. Some of the questions that might be asked under them are:

Mass media channels. Which media are more effective in reaching different segments of the community? Which local newspapers should be used and why? Which radio and TV stations should be used and why? Do the local newspapers have education reporters, and are these reporters in personal contact with the school PR representative? On what basis does the city desk editor determine whether a school item is printed or not?

For example, a study made in Kansas City revealed:

- that 50 per cent of the editors thought school people needed to know more about newspaper techniques and methods;
- that 20 per cent of the editors would give more space if they were supplied with more and better copy;
- that the three major problems in school news coverage, as seen by the editors, were censorship (usually by the superintendent), educator ignorance of what constitutes news, and insufficient newspaper staff to cover school stories. (20)

Local media analysis. How much time or space is given to school stories? What kinds of information are newsworthy? What is the editorial slant of the various local newspapers? What do "Letters to the Editor" reveal about citizen interest, editorial preference, misconceptions, lack of information?

SCHOOL-PUBLIC RELATIONS PRACTICES

In developing the outline for a school PR program, existing practices in the local school system must be studied first. Then PR practices at the state level should be studied as a frame of reference and as a means of identifying legal restrictions and available resources. National practices and programs should be studied for purposes of both comparison and in order to take advantage of outstanding practices which could be adapted to local needs.

The following categories of local, state, and national school PR programs could be studied:

G. Local School-Public Relations

This involves fact-finding in six areas of investigation: staff relations, parent relations, pupil relations, public relations, interagency relations, and legal and policy restrictions. Questions that might be asked under each of these areas include:

Staff relations. How does the central professional staff function in administering a program of public relations? What are the personal interrelations of the staff members to each other and to the public that affect the program? What is done in the local schools to improve present practice and to meet PR needs? What attitudes of principals and teachers restrict the flow of communications? What kinds of training might improve communications between the school and community?

Parent relations. What kinds of information are disseminated to parents? How is this done? How are their requests for information handled? What kinds of information are needed to help parents in sharing the responsibility for education of the individual child? What avenues of communication are blocked and might be opened? What informational activities might parents initiate?

Pupil relations. Is the pupil receiving an education which advertises the excellence of the school system? Does the pupil understand the role and significance of schools in a democratic society? Does the pupil have an opportunity to participate in civic affairs? Do students participate in public panel discussions and write occasional stories for the local newspapers? Do the pupils feel that the schools are serving their needs?

Public relations. Is the public being informed of the value it is receiving for its tax dollar invested in schools? Does the public know what the schools are trying to accomplish? Does it know the schools' problems? Does it have an opportunity to express its views and concerns about public education? Is there an orderly atmosphere in which conflicts are aired?

Interagency relations. Are the schools cooperating efficiently with other community agencies, or are they guarding their superior tax position? Are there ways in which community organizations can combine forces to better handle the needs of children? Are there untapped resources in other agencies?

Legal and policy restrictions. What existing policies affect the development of a school PR program? How might new policies be integrated? What is the legal or policy base upon which to build a formal school PR program?

More detailed and specific information in the above areas may be found in the APPENDIX, as follows:

Table 5: Staff function: Administrative and Physical Aspects (page 95).

Table 6: Staff Function: Personal Interrelations (page 97).

H. State School-public Relations

The study of state programs and practices is concerned primarily with legal restriction, policy restrictions, available resources, and possible joint efforts.

Programs and practices. State practices should reflect, in the aggregate, community conditions. A thorough understanding of other parts of the state school system may yield information applicable to local problems.

Legal stipulations. As school systems are subject to legal controls by the state, it is important to know the exact policies which apply to the expenditure of funds, etc., for use in information programs. State law also requires some types of annual publications.

Available resources. It should be possible, on occasion, to pool resources in adjacent school districts, both for the purpose of getting media coverage not otherwise available, and for general efficiency. It would seem wise to explore such possibilities. Local chapters of the National School Public Relations Association (NEA) should serve in this capacity.

I. National School-public Relations

The study of national practices and programs is of primary value in providing guidance for program development through specific ideas which represent "best current practice," and through knowledge of available resources.

Programs and practices. The material contained in this handbook reflects a comprehensive study of the literature as well as reports of program directors, seminars, and consultants in commercial advertising and PR.

Available resources. NSPRA (National School Public Relations Association), as the only national organization in this field, is probably the best source of on-going information. Its annual publication, Gold Mine, and bimonthly newsletter, "Trends," may be secured by subscription. NSPRA also periodically produces special publications, holds workshops and seminars several times a year, and provides consultant services in placing personnel.

More detailed and specific information in the above nine areas for fact-finding may be found in the APPENDIX, which includes examples of fact-finding problems, approaches, and research instruments. Consult the APPENDIX: Contents.

Actual studies conducted in these nine areas of fact-finding are reported in, "The Schools and the Community: A Communications Study," Suburban Area Study Group, Montgomery County, Maryland, July 1966.

STEP 3 - ANALYSIS TO IDENTIFY ACTUAL NEEDS

From the pool of information obtained in these nine areas of fact-finding, careful analysis should identify the actual needs of a school PR program.

This analysis should reveal:

> A scientific base of operations - from the studies of behavioral characteristics, communications principles and methods, and educational decision-making.
>
> Local strengths and deficiencies - from information gathered in studies of the citizenry, the community, local mass media, and local school PR practices.
>
> Resources and limitations - from all of the community studies (citizenry, community resources, local mass media), and the school PR studies (local, state, national).
>
> The legal framework - from studies of local and state school PR programs and practices.

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The key steps in effective school PR programming are:

(1) Fact-finding

(2) Determination of actual needs

(3) Precisely defined objectives to meet these needs

(4) A meticulously planned action program to fulfill these objectives

(5) Evaluation to determine if the objectives have been realized

All of these steps are sequential; all are interrelated; none can be eliminated without severe damage to the end result.

STAGE II

Administrative Planning

Step 4 - Goals and Objectives

Step 5 - Administrative Framework

INTRODUCTION

Stage I provided the basis upon which actual needs of school-public relations were determined. Stage II is devoted to the means by which the objectives, administrative framework, and policy needed to meet these needs are developed.

This is entirely a planning stage. Planning, both at this level and in the operational program, cannot be overemphasized. "Eighty per cent of the success is in the planning. The effort is made or broken before the first line of copy has been written." This assertion is by an advertising executive whose livelihood depends on impact per dollar. "Effectiveness" is the key word for the commercial counterpart to the school PR man, and effectiveness should be the key word in school PR. Effectiveness requires meticulous planning for precisely defined objectives, efficient administrative functioning, maximum utilization of staff resources, policy statements that give simultaneously the direction, support and flexibility needed, etc.

Planning at this stage includes developing goals and objectives and determining the administrative framework within which they should be accomplished.

STEP 4 - GOALS AND OBJECTIVES

GOALS

These are basic philosophical beliefs, broad in scope, and usually found in published statements on policies and procedures for the school system. The same goals that apply to the entire educational program apply to the school PR program; they are one and the same.

OBJECTIVES

Objectives are not generalities or loosely phrased ideals; they are very specific, hoped-for outcomes--the desired end results. Only if an objective is precise can a precise operation be developed and a precise measurement made of the effort's effectiveness. Without clear objectives, you work strictly in a panic situation--day to day, hand to mouth--and you don't get the "fabric" needed to do a good job.

D. G. Stout lists these objectives:

(1) To convince the public that the teaching-learning process is a very

intricate one and that special ability, professional education, and the help of parents are required to perform it.

(2) To make our citizens realize that the task of the school is becoming greater.

(3) To show what the school is trying to accomplish, by what methods it is trying to do it, how ably it is succeeding, and what obstacles are in the way.

(4) To cause the public to place higher value on human resources.

(5) To bring about more widespread realization of the fact that the home and the community must work hand in hand with the school if human resources are to be properly developed.

(6) To enable laymen to see that education means changed behavior, and that behavior includes mental and emotional processes as well as physical action.

(7) To impress upon the public that the time has come when the school, the home, the church and all other community agencies must concentrate upon the production of those qualities of citizenship which prepare us for being free. (21)

Another author lists these objectives:

(1) To increase parent participation in planning their children's high school courses.

(2) To stimulate consideration of an improved counseling program.

(3) To generate discussion of facts and issues in a consolidation proposal.

STEP 5 - ADMINISTRATIVE FRAMEWORK

Planning the administrative framework of the school PR program should move through the following successive steps.

(A) Administrative responsibilities - Determination of specific duties of the Office of School-Community Information Services.

(B) Organizing the framework - Table of organization, chain of command, interrelationships, staffing patterns.

(C) Staffing - Qualifications for staff personnel, use of volunteer personnel, advisors and consultants.

(D) Directing - Manner in which the program director assigns responsibilities and directs the program.

(E) Coordinating - Within central staff, between central staff and other personnel, between staff personnel and public.

(F) Reporting - To superintendent of schools and school board, to school staff, from school staff.

(G) Budgeting - Allocation of funds for specified purposes, preparation of budget requests.

(H) Evaluation - Effectiveness in terms of program goals and objectives.

(I) Policy - Written policy to support program goals and objectives.

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A. ADMINISTRATIVE RESPONSIBILITIES

It is appropriate to consider first what duties and responsibilities should be assigned to the Office of the Director of School-Community Information Services.

The APPENDIX contains an eight-page listing of the range of duties assigned to this office in existing school PR programs (Table 7). From this master checklist of school PR activities, a given school system may select what is specifically relevant to its own situation.

The range of duties is divided into the following categories and subsections:

ADMINISTRATIVE PLANNING
Administrative Framework
(Administrative Responsibilities)

I. Administrative

   A. Planning
   B. Reporting
   C. Collecting information
   D. Filing information
   E. Clearance of information
   F. Staff cooperation
   G. Evaluation

II. Publications (internally produced)

   A. For staff use
   B. For external use

III. Mass media

   A. Contact with media
   B. Use of media
   C. Local school news

IV. Community Relations

   A. Citizen participation
   B. PTA participation
   C. Interagency participation
   D. Speakers bureau
   E. Adult education

V. Staff instruction and advisement

   A. In-service training
   B. Advisement and teaching
   C. Service and referral

VI. Special events

   A. Levy and bond campaigns
   B. Other

VII. Meetings and organization participation

   A. Community relations
   B. Community-child welfare
   C. Professional

B. ORGANIZING THE FRAMEWORK

When the duties of the Office of School-Community Information Services have been determined, the organizational framework to implement these duties should be developed. This should result in an organizational chart based on the type of operation, the chain of command desired, the interrelationship of positions, and the strategy for implementation.

Type of Operation

There are two types of PR operations: institutional (system-wide), and decentralized (local school or area). The nature of assigned duties and the community's characteristics should determine which type or what combination of the two is most desirable.

An institutional (or centralized) program can be defined as a program emanating from the central professional staff. This is the most common type of practice (annual reports, speakers bureau, media contacts, etc.).

The decentralized program emanates from local schools or groups other than the central professional staff. Such a program should, however, be coordinated by the communications director. Illustrations of the decentralized approach are: "community-school" practices, citizen participation in poverty programs, local school publications, etc.

An information program deliberately built upon the decentralized approach is operating in the Seattle Public Schools. The key agent is the principal. One principal from each area is placed on the levy-coordinating committee; another is placed on the exhibits committee; there are eight committees in all. Each year the principals rotate from one committee to another. Teachers from the same areas are assigned to work on these committees under the direction of the principals.

The advantage of this approach is twofold: limited responsibilities, and on-the-job in-service training. Recognizing that principals have little time, the duties of these committees are extremely restricted. The committee to place speakers, for example, may schedule only ten speakers a year. What grows out of this experience that is of special value, however, is in-service training in which the principals and teachers learn while in a decision-making capacity. This kind of training will build through the years a public relations oriented staff. It is a painless kind of learning which is gratifying because the group members are decision-makers; it deals with school PR in bits and pieces--a more effective attitude-changer than a heavy onslaught.

A decentralized operation may seem clumsy and certainly requires skilled coordinating and planning, but it is a program directed toward long-range benefits. And as the most important school PR is long-range, this approach may well be the program of the future.

Chain of Command

The pattern used in developing the chain of command as the PR program is integrated into the administrative hierarchy will depend on local school staffing patterns.

Only one position and its relationships are really important here: that of the director in relation to other administrative and subordinate personnel within the school hierarchy. His relationship to the superintendent is critical. The director should be an arm of the superintendent and should hold a staff rather than a line position. He should not have authority over other line officers but should be a service person, working with and through the superintendent to effect those purposes for which the office was established.

Strategy for Implementation

A strategy for implementation should provide for future growth and continuing flexibility. Most new programs should grow a step at a time (in lieu of a highly developed level of expertise); it is important to build the concepts of growth and flexibility into organizational planning.

C. STAFFING

"The quality and effectiveness of the program will be in direct relationship to the talent of the leader and the careful scientific planning." An eminent advertising executive added:

> "The top man should be: (1) a dynamic individual who believes in the product and the importance of public relations; (2) one who keeps the objectives in mind; (3) one with adequate background in the social sciences, the school system, and media use; (4) one who works well with people."

Professional status of the director

The status of the leader is the first staffing consideration. Is he to be treated as a professional, an errand boy, or somewhere in the middle? For our purposes, we will assume that the program director is to enjoy full professional status. A carefully conceived program would be meaningless without proper leadership.

Full professional status for the director would include a high-ranking position in the central professional staff, direct access and responsibility to the superintendent, functions and duties supported by written policy, adequate staff to support his assigned responsibilities, and adequate budgetary provisions. He should operate within the areas of carefully detailed and clearly defined duties, as well as within the broader educational goals of the staff and school board. Within these bounds he should exercise independent judgment and function as a skilled advisor and practitioner. This point is specifically made because many administrators fancy themselves experts in PR and tend to interfere with the effective functioning of the director's office. The director is hired for his know-how; the decisions should be his.

Titles commonly used

In keeping with this professional view of the director's role, his proper title might well be: "Assistant Superintendent of Communications and Information Services." This title implies both the internal and the external functions of the office of school PR.

Some other commonly used titles are: Director of Public Relations, Coordinator of Community Relations, Supervisor of Public Information, and Administrative Assistant for School-Community Relations.

Background of the director

This man should have the degree of competence commensurate with a high-ranking school administrator. Many successful directors have backgrounds in education or school administration; others have communications backgrounds. The balance of desirable background is probably in favor of genuine communications capability, but the important thing is that the director have a full understanding of (1) the school System (philosophy, objectives, educational program, administrative functioning), (2) communications principles and practices, and (3) the relevant social sciences and research.

An initial period of orientation and study for the director (for example, two months) may possibly be the best investment that could be made in the total program. This would enable him to gain at least some of the additional background he needs to do a complex job well.

One practitioner with many years of experience, offered this advice:

> "My recommendation would be to start with an experienced man and count on a one-to-two year period with less than his best performance. You're talking about a professional educator-communicator-researcher-social scientist. A Ph.D. program isn't sufficient to develop a really skilled man for this job. No college . . . is yet developing school PR people; a start

> is being made at Boston University. Two months? Absurd! An experienced man can't even learn the county or school system in two months."

Perhaps so, but half a loaf is better than none.

Subordinate positions

Listed below are the titles, functions, and duties that might be assigned to staff personnel in the programs which have subordinate positions. In most school PR programs, as practiced today, the director fills all of these roles; obviously, an impossible task.

Writing staff. A key position, since almost all communications are words. A writer in the commercial world is paid according to the quality of his work and the time required to write. The candidate for a writing staff position should be asked to complete a short assignment (not necessarily at the time of his interview) pertinent to the work he would be performing for the school. In this way his talent can be better evaluated than simply by scanning the samples he will have brought with him.

Art staff. Not essential unless you have a large operation. Commercial art skills are needed, but even the individual commercial artist varies tremendously in special skills. It would probably be best to have (at most) a part-time artist or hire an art studio to do the work (the cost: about $8 per man hour).

Photography. Advertising agencies employing 300 people do not employ their own photographer; they buy (standard quality professional) photographs at about $5 to $10 per picture. The price can vary, but for the small amount of photography done, this is not a very important on-board skill.

Publications director. He plans and supervises the creation, production, and printing of internal and external publications. Production of internal publications is not difficult; the target audience is understood. The production of external publications, however, requires the best conceptual brains and understanding available.

Mass media liaison. Establishs and maintains contacts with local media. As the program director is the only officer capable of representing the superintendent, this is probably an unnecessary and even undesirable position.

Audio-visual expert. The audio-visual staff member may double in brass because the same skills and techniques he uses for school PR are also used in the preparation of classroom materials.

Interpersonal media supervisor. Special efforts and techniques are needed to explore this new territory. A man steeped in the behavioral sciences could make a creative contribution.

Community liaison coordinator. Community activities in this category encompass school PR study committees, community leaders' forums, community group liaison (civic, service groups, etc.), PTA liaison, block representatives, adult education liaison, speakers bureau, etc.

Interagency program coordinator. Would work with professional and other employee groups, police and safety, juvenile court, civil defense, child welfare, health department, fire department, federal, state, and local government agencies, state board of education, etc.

The following are staff assignments (as committee chairmen) in the decentralized program of the Seattle Public Schools.

Area citizens. Organizes leading citizens (general influentials) in groups that visit schools, observe classes, meet the principals, etc.

School board meetings. Organizes meetings in different geographic sections of the system; publicizes the event.

Programs. Books speakers and slide presentations for groups in the local school district (area).

Exhibits. Periodically sets up exhibits in banks, beauty parlors, etc., for such booklets as: "Where the Money Goes," "People Are Asking." The exhibits coordinator works in cooperation with the Junior Chamber of Commerce in arranging exhibit space.

Roster. Screens new names in the area, keeps citizen mailing lists up to date.

Teacher-parent information. Creates and analyzes ways to keep both parents and teachers informed.

Publicity. Maintains weekly contacts (personal) with the editors of weekly newspapers.

Special levy. This group is activated about two months before the annual vote on the school tax levy or bond issue (the director has pre-planned the campaign).

(See APPENDIX, Table 8, for an illustration of the chain of command and duties in a representative institutional school PR program.)

ADMINISTRATIVE PLANNING
Administrative Framework
(Staffing)

School staff involvement

It has already been assumed that all school employees are agents of the school PR program. (Studies have shown, in fact, that a primary source of information about schools among blue collar workers is the school janitorial staff.) A successful program obviously requires the full cooperation of all members of the staff. (See Role of the Active Units, p. 60)

In-service training

For the director

Initial period of orientation and study.
Participation in the activities of national organizations in the field.
An adequate professional library.
Subscription to publications in the field.

For PR personnel

Attendance at NSPRA or other workshops and training courses.
Course work at universities, etc.

For staff committee members

"Learning by doing," preferably in rotating panels as in Seattle. Members of these panels are assigned limited responsibilities which they can carry out as a joint effort of several schools under the direction of a trained person. Thus they become more fully aware of the problems, needs, and areas of useful activity while in a decision-making capacity.

For the total staff

Information bulletins and other staff publications.
Counseling in problem areas by central professional staff.
Programs and talks on school affairs, via TV or other.
In-service courses on the behavior of people.
Cooperative efforts with teachers' organizations.
Encouragement through policy and practice to participate in parent-teacher conferences, PTA, community organizations, etc.

Recruiting talented PR staff personnel

There is no sure-fire method. Some people are very good at PR and others with the same academic qualifications and background are poor. The prime ingredients seem to be a conviction of the importance of the work, and technical competence in the particular task required (copy writing, for example).

Staff members form an important, and commonly overlooked, pool of PR resources. Good people who are simply not recognized as such are undoubtedly available to fill subordinate positions. (There is no point, on the other hand, in assigning staff members to the PR office just because they are English teachers; they may have no PR aptitude whatever.) The best method for recruiting staff talent would seem to be to give highly motivated staff members an opportunity to indicate their interest and try their skills.

Citizen involvement

Communications experts

There are, in many communities, parent and citizen experts who would like to do a public service. These specialists are usually very willing to work when they feel that they are contributing their expertise to a fruitful outcome.

Advisory groups

These are a good way to involve the "other half" of two-way school-community communications. Carefully selected and properly limited advisory groups could do some of the needed background studies for which there is insufficient available staff time--and learn about schools in the process.

Community liaison

Cooperation with other community agencies and organizations establishes opportunities for interpersonal contacts, feeds facts into the community, and builds good will.

D. DIRECTING

Directing, coordinating, and reporting represent the executive functions of the Office of School-Community Information Services. In other words, now that the planning has gone this far, how will the job get done?

Executive functioning involves making certain that what is assigned is actually done; that there is the proper allocation of personnel, money, and time; that there is flexibility in the operational plan to allow for deviation to meet special needs (a shift in emphasis rather than a shift in objectives); that authority is properly delegated; etc.

E. COORDINATING

This is the integrating function of the Office of School-Community Information Services: with the central staff, between the central staff and other personnel, and between staff personnel and the public.

Questions such as the following are pertinent to this function:

Are the elements of the program at various levels non-contradictory?
Does the assignment of some duties have an inefficient overlap?
Do other duties require an overlap for better performance?
Are staff duties complementary to citizen studies or are they duplications of effort?
Do all schools benefit from the outstanding practice of a particular school?
Which groups of people should concern the director on a regular basis, both among those who are receivers of information and those who implement the information program?
How does one participate in communication other than through formalized communications?
How can flexibility be incorporated into the delegation of authority?

F. REPORTING

This is the accounting operating of the Office of School-Community Information Services, on progress toward the fulfillment of objectives, decisions made, etc. Reporting is conceived as following these paths: from the director to the superintendent, and through the superintendent to the school board; from subordinates and teacher representatives to the director. Staff and local school clearance procedures are also involved.

More detailed and specific information in the above areas may be found in the APPENDIX, Table 7: Duties Assigned to the Director of Communications and His Staff (p. 99).

G. BUDGETING

This involves allocating funds for specified purposes to fully or partially achieve one or more objectives in a given period of time; it also involves preparation of budget requests.

1. Short-range. Planning in terms of the next fiscal year. Good short-range planning, however, will be conceived as a part of the long-range plan.

2. Long-range. Initial commitments for the first year, plus future plans for phasing in new elements of the program.

3. Projection for the long-range program. Assessment of the cost factor against time. (Large commitment? Small commitment?)

4. Integration with existing budget. Consideration of the total school budget for appropriate priorities.

5. Mid-term review. Review in terms of meeting the objectives of the current program, and the implications for the long-range plan, in terms of appropriate allocation of funds, efficiency, etc.

H. EVALUATION

Evaluation, in this sense, means reviewing the whole planning procedure to be sure that the plan will fulfill the program objectives.

1. Articulate the whole planning operation; justify the overall concept.

2. Review the whole "package." Has any element of the program been distorted or overemphasized? Should the program be restructured or rebalanced? Does it require too much money?

3. Build evaluative measures into the program-planning as the plan unfolds. (For example, the use of advisory groups and committees, or a review during the planning process with the superintendent, staff, or citizens.) These serve both as a method of on-going evaluation and as a sanction for the program that is being developed.

I. POLICY

Goldhammer said, in The School Board:

> "A written statement of policies establishes the foundation for securing mutual expectations for the performance of responsibilities. It also establishes, at least informally, the rules and boundaries for acceptable action. These policies should be written and they should be subject to constant review, evaluation, and revision."

The development of written policy should include these considerations:

1. Broad directives to allow for needed flexibility.

2. Stipulations in the existing policy; perhaps integration with it.

3. Written statement of new policy.

4. Written code clarifying the desired impact of actions and procedures to be implemented.

5. Provisions for personnel and budget.

6. Provisions for periodic evaluation.

STAGE III

The Operational Program

Step 6 - Administrative Coordinating Unit
Step 7 - Elements of the Operational Plan
Step 8 - Master and Emergency Plans
Step 9 - Communications Action Program
Step 10 - Role of the Active Units
Step 11 - Communication Channels
Step 12 - Evaluation and Updating Knowledge
Step 13 - External Forces Affecting Program
Step 14 - Continuous Change

INTRODUCTION

When all initial fact-finding has been completed, when the administrative framework has been established, when the office of information services has been adequately staffed, when money has been appropriated and budgeted--the program is ready to operate.

On the operational level, the important points to keep constantly in mind (though not necessarily in this order of importance) are:

(1) The key man in charge of the communications program should have enough power to be able to implement the program. He should also have the executive skill to keep it going.

(2) A prime responsibility of this key man will be to gain support and understanding from the top-level administrators in his own school system. If management is not sold, the program is doomed eventually.

(3) The key executive should map out a meticulously coordinated operational program; everything that is done on a day-to-day basis should fit into this overall plan and help advance the program.

The man in charge of the communications effort will have to decide first of all on the strategies of his operation. After he has planned his basic strategies, he should develop his implementing tactics. These elements, combined with a time schedule, are the bases for forming a master plan.

A commercial PR man gives this hypothetical example of an operational program:

> "Perhaps the best way to explain the operational program is to use an example. Let's say that we have learned that there is a movement afoot in the community to eliminate 200 teachers from the payroll. Let us further assume that I am the top communications executive on the staff.
>
> "What would I do? First, I would go to the superintendent and obtain from him his general interests and desires on the issue. Let's assume that he considers it important to keep the 200 teachers. The second step then, would be clear to me; the strategy in this issue would be to stop the teacher cut, to prevent future attempts to increase the pupil-teacher ratio, to keep people better informed and aware of the significant facts and implications pertaining to the issue.
>
> "After I had defined the strategy in more detail, I would go to a third step--to learn what the different target groups

know and think about this issue, because only if you really know what they think, can you either persuade or guide them--or even simply inform them.

"The fourth step would be to rank the target audiences in terms of their importance on this particular issue and decide on the emphasis to be given each of these target groups.

"The fifth step would be to break down into considerable detail exactly what you stand for; then get a mass of supporting facts and data, both directly and indirectly related to every facet of the issue. This is the 'raw material' that you have to work with.

"Step number six would be to determine what tactics to use. Now, we know generally what we want to do, what we want to accomplish, whom we want to influence; we know what they think on the issue; we have gathered all the facts. Now the tactics. In an oversimplified version, let's say that the tactics would be: (1) 'Any cut would be harmful because----list several resons'; (2) 'We can afford to pay for 200 teachers----'; (3) 'Financial responsibility on the part of the school administration is----'; (4) appeals to local pride.

"Step seven is the action program. This is divided into two areas of activity: (1) those activities conducted and performed by the communications office in which the office has direct contact with the target audience (e.g., releases to mass media); (2) those activities in which the staff works with and through other action groups (PTA's, local administrative staff, etc.). In this case, the communications office must tell the action groups both what to say and to whom.

"Step eight is to keep continuously informed through feedback, surveys, etc., about what the different groups are thinking; to evaluate the situation and make the changes in tactics required.

"Timing has not been mentioned, but it is an important element. The timing has to be right. In this instance, the removal of 200 teachers would have to be done by a legislative body, so the timing would have to include the deadlines and calendar of legislative activities of this group."

STEP 6 - ADMINISTRATIVE OPERATIONS

ADMINISTRATIVE COORDINATING UNIT

This is the Office of School-Community Information Services. This staff unit must perceive the school PR problems and program as a whole and conduct its operations accordingly. The director is the key figure; other members would include the superintendent and subordinate personnel.

CONSULTANTS, ADVISORY GROUPS

Consultants may be paid or may be volunteer members of the community. Advisory groups may be composed of staff members, or citizens, or both. The enlarged perspective of specialized help and widespread involvement in the planning stage would be very valuable.

One type of specialized help that is little understood is the use of advertising agencies. In instances where advertisements are placed in out-of-town newspapers, technical journals, etc., the services of an advertising agency are free. The publications pay bona-fide agencies a fixed percentage of the insertion cost. The cost of the insertion, in other words, is the same to the school with or without the services of an agency. The PR director who places recruitment ads would be well advised to take advantage of this free professional help.

STEP 7 - ELEMENTS OF THE OPERATIONAL PLAN

Grinnel describes the general nature of operations as: planned and directed; continuous; intrinsic and inclusive; honest, positive, constructive; effective (understandable); dynamic and interesting; well-balanced; a cooperative school community effort; timely; reaches all audiences; uses all media; flexible. (9)

The final planning that precedes actual operations encompasses strategies and tactics, a calendar of foreseeable activities, a determination of program balance, and the sources of information. (See Schematic Diagram of the Methodology, pages 15, 16)

STRATEGIES AND TACTICS

Strategy is a broad approach matched to one or more specific objectives in a long-range, continuous program and tied to a measurement of effect. Strategies should be based on scientific principles of communication, tested applications of specific techniques, and fact-finding. (Continuity must be insured, untested applications can be costly and destructive; inadequate fact-finding could cause the effort to backfire.)

Strategy is the backbone of the effort. Allowing tactics to interfere with strategies is a common error; it is easy to forget the long-range view and be carried away by a clever idea or a cute message.

Tactics are the techniques and mechanics chosen to implement a strategy. These are short-range, single efforts, carefully timed and executed. Examples would include news releases, a public meeting, a publication for parents.

CALENDAR OF FORESEEABLE PR ACTIVITIES

Calendar, in this sense, charts the activities of the PR staff; it includes the scheduling of school-community events related to PR objectives.

Two calendars are needed: a long-range calendar (perhaps three years) and a short-range, highly detailed one-year calendar. These calendars of activities should be posted in both the central office and local schools.

The importance of this is obvious. Awareness of both calendars insure an orderly, on-going effort, understood by all who are participating. They serve as constant reminders of basic objectives so often lost in the shuffle (day-to-day activities), and insures that staff time and resources will be neither overextended nor underextended.

PROGRAM BALANCE

Program balance is defined as the relating of time and effort to goals. Here, target audience is the critical element: communications are directed to people for a purpose, and these people have to have a purpose for receiving a given communication. Indeed, the whole PR program could be conceived as, "To whom do I want to tell what and why?"

Do you want to talk primarily to parents? Is staff information the area that should be stressed? A hypothetical school system, for example, might determine that it needed this balance of relative effort:

Parent relations	35%
Community relations	20%
Contact with influentials . .	10%
Staff relations	20%
Pupil relations	15%

This determination of program balance feeds into the Master Plan.

SOURCES OF INFORMATION

Information is the raw material with which a school PR program functions. It can come from internal or external sources and feeds into the director's office (administrative coordinating unit). Sources of information should be readily accessible, accurate, and up to date.

This information should be methodically processed for essential elements and carefully documented. All incoming and outgoing information should be filed for purposes of immediate use, future planning, general information, and protection of the school district.

Channels for funneling staff information should be organized carefully to avoid duplication and to assure receipt of timely comprehensive information. Channels, procedures, and deadlines should be spelled out.

More detailed and specific information on Sources of Information (Internal; External; Retrieval and Filing) may be found in the APPENDIX, Table 9, page 109.

EXAMPLES OF OPERATIONAL PLANNING

As planning of individual activities progresses through sequential stages (goals and objectives, general strategy, specific tactics), certain questions must be answered: How will this activity be organized? What staffing will be needed? How will it be directed? How will it be coordinated? Are there resources to match the effort? How will the effort be evaluated?

Dupont Chemical Company uses an analysis formula to measure each new project being considered: (5)

(1) What is the objective this project is designed to gain or approach?
(2) Is the objective sound and desirable?
(3) Are there collateral advantages?
(4) Is the project feasible?
(5) Can it be done with existing personnel?
(6) Does it involve cooperation outside the department?
(7) Is it counter to sound PR policy?
(8) Is it counter to company policy?
(9) Is the expense too high in relation to possible gain?
(10) Can it embarrass sales, production, research?
(11) Where is the money coming from?
(12) What are the penalties for failure?
(13) Why do it now?
(14) Why do it this way?
(15) Who must approve the project?
(16) Who must be informed?

A Hypothetical Example of the Planning Stages

Premise: That citizen participation can improve schools.

Objective: To increase citizen support of the schools; in particular, the 30% natural supporter group. (This objective based on a predetermined need.)

Strategy: (General) To draw citizens into a knowledgeable relationship with the schools in which there is a free expression of views and in which the citizens will derive a sense of achievement and gratification.

(Communications approach) Use primarily interpersonal techniques.

(Tested applications) Work through advisory groups, local organizations and consultants using established techniques.

Fact-finding: Employ research to determine:

..What areas of activity would be mutually beneficial to the schools and the community?

..What are the primary interests of citizens and what are the causes of their educational concerns?

..What information does the staff need from citizens to better implement the educational program?

..What community and staff resources are available?

..How can the effectiveness of the effort be measured?

..What is a realistic and balanced three-year calendar of activities?

Tactics: Based on fact-finding, the arbitrary three-year calendar would include: (1) the use of advisory groups, (2) a concerted effort to place speakers, (3) briefings to citizens by the central staff, (4) local school forums conducted by the principal.

Detailed plan for the one-year calendar. As the staff is already commited in seven current PR activity areas (hypothetical), the first year will include only: (1) the formation of an advisory group appointed by the school board and composed of organization leaders to determine the educational concerns of the citizens, the information needed to respond to these concerns, and available community resources, (2) an increased effort to place speakers by using a personal letter from the superintendent to organization leaders, follow-up phone calls from the PR office secretary, and an eight-page brochure listing the variety of subjects and speakers available.

STEP 8 - MASTER AND EMERGENCY PLANS

The master plan is the outgrowth of decisions about strategies and tactics, calendars of foreseeable activities, and target audience emphasis. Backtracking even a bit farther, the master plan is the implementation of the program objectives from which the strategies were derived. The master plan, in other words, ties the strategies and tactics to realizable objectives.

The master plan must be extremely detailed. It must include strategies and tactics, program balance, timing (calendars), assignment of staff personnel, and of staff involvement required. If it is carefully constructed, comprehensive and detailed, the efforts of the program will be uniformly directional--the outcome will be effective.

The emergency plan does not involve strategies. The very nature of the unexpected excludes the long-range concerns of a strategy. It does, however, involve sources of information and tactics. The sources of information must supply the critical details and developments of any given crisis situation. The tactics, including those that might otherwise be undesirable, must be planned for use as red-button action. Only with advance planning of tactics suited to special needs can the school system be in a position to counter unusual forces. (An example of such planning would be to establish personal contact with city desk editors so that when *you* call during an emergency they will listen and accept your version as factual. Another example could be to activate a pre-established network of teacher representatives or citizen "block" representatives.)

When the master plan is drawn up, one should also consider (or reconsider) allocation of funds. The way PR money is spent is directly related to the total effectiveness of the program. (If the master plan emphasizes interpersonal techniques, for example, it may be necessary to allocate a proportionately larger sum for personnel than for the cost of publications. In a program that is primarily decentralized, the lion's share of the money will have to be allocated to personnel.)

STEP 9 - COMMUNICATIONS ACTION PROGRAM

At this point, the director knows basically what he is interested in achieving; he knows the target audience; he knows what the target audience thinks, feels, and believes. Now he is ready to select the best channel of communication to reach that particular target audience and to phrase his message in such a way as to reach that audience with maximum effectiveness.

With this tailored approach, the director is ready to channel a communication through one or more of the active units, and through that unit to the communication channel or channels. As is explained under STEP 10 (p. 60), all of the active units are interacting, and many of the communication channels are interacting. (The Schematic Diagram, page 15, illustrates this relationship).

The important thing to keep in mind is that all the operational factors are of importance: target audience, communication channel, message. Unless it is a whole package, the communication will be ineffective.

The target audience is simultaneously an "active unit," as discussed in detail in STEP 10. The communication channels are outlined under STEP 11. The third element in the communications action program, the message, is amplified as follows.

CONTENT SELECTION

The choice of content must reflect the desires, understandings, attitudes, and appreciations which the public should have to assure development of effective home-school teamwork in the education of youth. Hanson says, "Interpret the purpose, plans, problems, price, and promise of education." (11)

In the absense of a school-initiated program, news media tend to dwell on "fringe" activities that have readership appeal (sports, extracurricular activities, controversy). It has been found that criticism focuses on those areas in which the public has the least knowledge.

It is important to keep in mind that the message is the schools' personal representative and that appropriate discretion and low-key selling are in order. The underlying appeal of any message should be to benefit the reader; or in reverse communication, to benefit the schools.

More detailed and specific information on Content Selection (What schools need to know from citizens; what citizens need to know from the schools, etc.") may be found in the APPENDIX, Table 10, page 111.

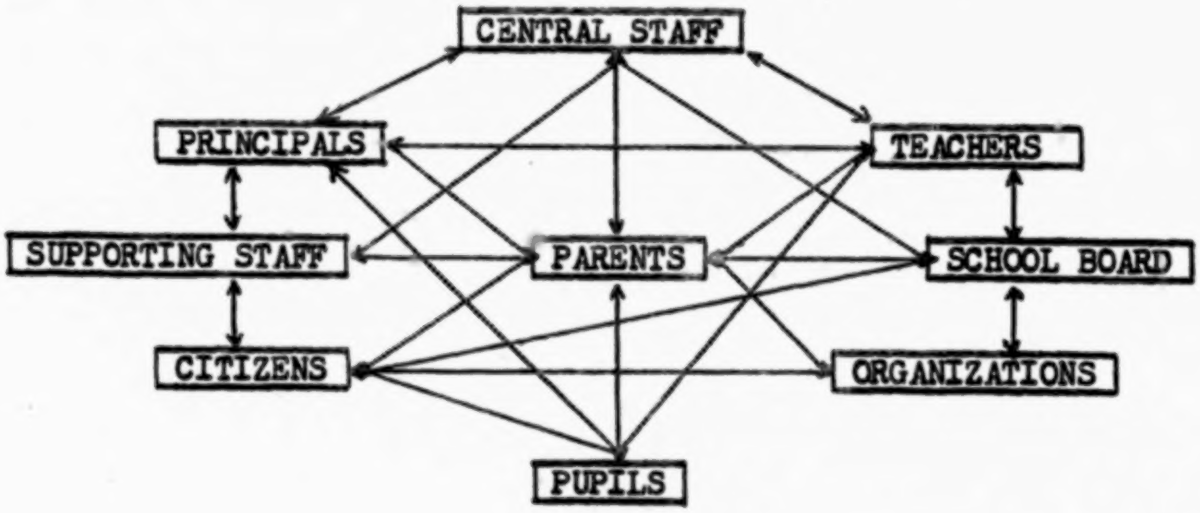
STEP 10: ROLE OF THE ACTIVE UNITS

Active units are those groups who initiate activities in public relations. In addition to the director's office, they comprise nine categories: school board, central professional staff, local administrative staff, teachers, supporting personnel, pupils, parents, citizens, community organizations and leaders. Although these groups can be or are initiators of information activities, they are also receivers.

A practical example of this interaction would be the relationship of the schools to local industries:

> The first question one would ask is: What is the relationship of this active unit (industry) to schools? Industry leaders often exhibit a sincere interest in the development of the community, a sense of civic duty, a fear of "creeping socialism" and concern about the tax structure and rate. They are interested in the curriculum when it relates broadly to the economic sphere or specifically to vocational training for their potential workers.
>
> The next question would be: What activities might be mutually self-serving to industry and the schools? Industry could counsel with educators; it could advise, for example, on curriculum needs relevant to local job opportunities; it could supply pamphlets and teaching aids in its area of specialization; it could furnish speakers; it could provide scholarships and training programs to augment the school program; it could conduct career days and career clinics; it could conduct special research studies. Schools and industry could have a mutual exchange of visits and tours. Schools could offer both standard curricula and adult education courses oriented to local job opportunities.

Active units are all interacting. The following schematic diagram shows the interrelationship of parents with other active units of the school and community.



Each of these active units and its respective role will be considered:

1. School Board
2. Central professional staff
3. Local administrative staff
4. Teachers
5. Supporting staff
6. Pupils
7. Parents
8. Citizens
9. Community organizations and leaders

School Board

The primary function of the school board is to provide for execution of school policy. In some states, the law charges the school board with responsibility for keeping the community informed of the purpose, value, conditions, and needs of the schools.

The school board plays a unique pivotal role representing the community to the professionals and the professionals to the community.

Goldhammer summarizes the function of the school board as follows: (1) Promoters of the public interest in education; (2) Defenders and upholders of accepted values of the community; (3) Appellate body to hear complaints and grievances; (4) Close supervisors of professional personnel; (5) Conservators of resources; (6) Promoters of individual rights and interests. (8)

It is clear that direct communications, as well as a broad information program, are essential to proper execution of these duties.

Central Professional Staff

The areas of responsibility for the central professional staff include: staff morale implications (staff relations), public relations activities, and staff-community relations. These responsibilities involve three factors: attitude, policy, and practice.

Cutlip says (5) that good communications hinge on establishing rapport, but before there can be rapport through communications, there must be empathy. Add to this the fact that citizen concepts and relations to schools are deeply rooted, largely emotional, and usually stem from childhood experience, and that staff concepts are heavily influenced by the cliches of the educational "establishment." Thus, as we have noted, school public relations is basically an attitudinal area.

Policy is a useful and often necessary tool with which to gain the desired adherence of the central staff to PR program objectives and as a framework for orderly implementation.

Practice is either the actual implementation of policy or action in lieu of (or in opposition to) policy.

More detailed and specific information on the responsibilities of the central professional staff may be found in the APPENDIX, Table 6, page 97.

Local Administrative Staff

Most of the responsibilities listed for the central professional staff in Table 6 are applicable to the local administrative staff as well. Some of the more predominantly local activities are:

> School-parent relations: On-going participation in PTA; local parent conferences; reporting pupil progress; parent participation in planning and implementing school activities; registration procedure and introduction to school; conflicts involving teachers, administrators, non-teaching personnel, parents, and pupils.
>
> School-pupil relations: individual attention to pupils; recognition of the pupil as a public relations agent.

Teaching Staff

The involvement of teachers in school PR is almost exclusively interpersonal. Attitudes toward and understanding of the needs and values of good relations are especially important. Examples of PR activities are as follows:

> Contacts with staff: serving on staff PR committees; acting as local news representative; reporting significant activities, parent concerns, pupil concerns, areas of conflict.
>
> Contacts with parents: developing understanding and partnership concepts; parent visits to schools; teacher visits to the home; reporting pupil progress; parent participation in planning and implementing school activities; PTA participation.
>
> Contacts with pupils: good teaching; respect for rights and opinions of pupils; maintaining attractive classrooms; showing concern for pupil opinion about school conditions; recognizing and remembering pupils with cards and notes; extra-class activities.

Supporting Personnel

This often neglected group plays a considerable role in public relations. As we have noted, blue collar workers in the community get much of their information about schools from the school janitorial staff; school secretaries and clerks handle a large share of the telephone inquiries, etc. Examples of PR activities are:

> Contacts with staff: getting accurate and up-to-date information about schools; receiving suitable printed material, briefings, etc.; participating in in-service training courses pertinent to their role in school PR.
>
> Contacts with public: showing courtesy and efficiency in citizen contacts; disseminating accurate information; referring to sources of accurate information.

Pupils

The pupils are living, walking, breathing advertisements for the schools' quality of education. Parents base their opinions about schools on appraisals of their child's experience; neighbors form opinions in a similar fashion. The ramifications of student impact on school PR are vast. This comes back to the favorite cliche in school PR--"the best PR is good teaching."

A course of instruction on the school as a democratic institution in a democratic society would be of value in two ways: the student could impart what he has learned to parents and neighbors; and later, as an adult, he would be able to participate more intelligently in school activity and voting on school issues.

Co-curricular activities by students that are directly related to school public relations include: student services and projects contributing to the community, such as civic beauty, agricultural improvements, etc.; athletic events; speech activities in dramatics, debate, discussion, oratory, etc.; music activities in bands, glee clubs, music festivals, etc.; publications such as newspapers, yearbooks, student handbooks, magazines, printed programs, etc.; participation in administration as a member of the student council, inter-school council, "Government For a Day," etc.; home room, club and other activities such as assemblies, commencements, etc.

Parents

The parent's role relates primarily to the local school and to his own child. The activity areas involved are mainly those of securing and supplying information.

Securing information: information related to educational concerns of the individual child; information on channels to use in problem and other situations; broad-based educational information.

Initiating informational activities: seeking conferences; writing letters to teachers, principals, etc.; telephoning; working through organizations such as the PTA; organizing and conducting surveys, etc.; testifying at public hearings; helping teachers locate houses, feel welcome, etc.; participating in local school activities (room mothers, etc.

Citizens

Citizens-at-large are similarly involved in securing and supplying information.

Securing information: Broad-based information for perspective in such areas as educational philosophy, nationwide educational practices, etc.; local school information concerning its purposes, values, conditions, etc.; participating in advisory groups or as consultants.

Initiating informational activities: writing letters to the superintendent, school board, newspapers, etc.; telephoning; testifying at public hearings; voter activity and participation in elections; activities associated with membership in organizations.

Organizations and Leaders

For detailed and specific information on the role of community organizations and leaders, see APPENDIX, Table 3, page 89 , which includes types of organizations, group description, membership interest, organization communications related to schools, school communications directed to organizations, organization services related to schools, school services related to organizations, and cooperative function of two or more organizations.

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TARGET AUDIENCES

Since all the active units listed previously are also receivers, they could be classified as target audiences. Target audiences can be defined as population groups to which communications are directed. They can be grouped in many ways: by school interests, geographic location, socio-economic categories, organization or social affiliations, community influentials, etc. No two individuals can ever be perfectly grouped for matched attitudes and receptivity to school information, but as a school-community information program cannot serve each person on an individual basis, some kind of grouping is expedient.

Breakdowns into target audience groupings is a little-researched field in school PR. There are studies of voter participation, social participation, etc., and a thorough knowledge of these studies would be useful in categorizing a community into target audiences, but classifications will have to be, for the most part, arbitrary.

Advice from a PR specialist:

> "Target audiences are reached most effectively by their own leaders, through their own channels, with their own particular interests accented in your message. It is better for the president of the organization to write your message, speak your sentiments, rumor your rumors, than for you (the publicist) to do it. If you can interest 10 leaders to the point where they will give your message to their own organizations in their own words, you will have done better by far than if you gave a speech to 100 individuals."

Some target audience classifications have been listed in the APPENDIX, Table 11, page 113.

STEP 11 - COMMUNICATION CHANNELS

INTRODUCTION

The first step in communications is determining the message content needed to fulfill the program objectives. This is then tied to the interests of a particular target audience or audiences. Each audience is selected on the basis of both the need for and receptivity to the information (predicated on their existing attitudes, values, habits, socialization patterns, etc.). Next, a proper channel of communication (both area and level) is selected as most appropriate for this audience, and a message tailored to the audience is prepared.

Ideally, when you have the proper message-audience-communication channel together, you have an effective communication. To actually determine effectiveness, however, it is necessary constantly to assess the feedback from your audiences. Are they getting the message? This feedback can be implicit in the communication channel, or can be polled formally or informally.

DEFINITIONS

Communication channels are either impersonal media (newspapers, radio, TV, newsletters, etc.) or interpersonal media (people-to-people). In areas of deeply rooted attitudes, as in school matters, mass media usage is relatively ineffective. The extensive use of interpersonal media would be more generally effective and would represent a challenging dimension; comparatively little has been done to explore the channels and means of implementing a school PR program based on interpersonal media.

Channels of communication are used at different levels: (1) centralized, (2) decentralized, and (3) personal.

(1) A centralized or institutional program in school PR would emanate from the central professional staff and would deal with issues of general community interest or national implications, etc.

(2) A decentralized program would emanate from the local school or other local groups, and would involve community or special interest concerns. This program, however, should be at least partially directed and (certainly coordinated) by the Office of School-Community Information Services.

(3) Individual activities--those initiated by individuals--include parent-teacher conferences, teacher participation in fraternal organizations, etc. These call for involvement, which can be the desired end result of the communications process; the teacher or the citizen becoming a partisan.

Table 12, "Channels of Communication," APPENDIX, page 115, lists seven pages of alternative channels in the following categories:

Mass Media (impersonal)

Newspapers
Periodicals, newsletters
Radio
Television
Movies, audio-visual
School publications
Exhibits
Posters and signs
Direct Mail

People-to-People (personal)

Surveys and polls
Service and referral
Staff recognition
Public forum
Speakers bureau
Adult education
Advisory groups
Citizen-parent direct participation
Community relations
In-service training and staff information
Financial campaigns
Community-school practices
Home-school communications
Home-school intervisiting
Student relations
Student co-curricular activities

STEP 12 - FEEDBACK, EVALUATION, UPDATING KNOWLEDGE

These terms could be paraphrased, "listening, measuring, learning"; they can also be considered another stage of fact-finding. Each should lead to possible change in any one or more of the previous steps.

The importance of this measurement of "How are we doing?" cannot be overstressed. Failure to assess the effectiveness of the program means that the program is hit or miss; that the director is operating blindly.

FEEDBACK

Feedback is an automatic part of communications; a communication does not become a communication until there is a reaction. Because this is the definition of communications, feedback occurs at all levels. The question then becomes, how can we listen to as much feedback as possible?

In school PR, this may be done in two basic ways: using interpersonal media in which the feedback is built-in (advisory groups, conferences, public forums, etc.); or by making specific measurements with surveys, polls, or other devices.

A description of measuring devices and other specifics is included under "Updating knowledge," page 69.

EVALUATION

There are two kinds: automatic evaluation and deliberate evaluation. Automatic evaluation is a kind of feedback in which appraisals of the program will be made both consciously and unconsciously. The school board member will view efforts, at least in part, from a political frame of reference; the subordinate staff will appraise efforts from a self-interest point of view; the superintendent will make a careful analysis of this program as balanced against other parts of the school administration; the citizens will appraise it as "good or bad."

There is nothing one can do about automatic evaluation except to be aware that it exists.

Deliberate evaluation, on the contrary, can in some instances be used to dispel negative automatic evaluations. This requires a careful determination of actual needs, areas for change, etc.

Guidelines for making such assessments are listed on page 70. Agencies of deliberate evaluation include commercial firms which contract to perform a survey, citizen advisory groups, staff advisory groups, and consultants. A valuable resource in this area is the citizen specialist who is willing to give (on a limited basis) free consultation and services.

The Evaluation Process

(1) Define the area to be evaluated.
(2) Establish the basis of judgment (scale against which the situation is to be evaluated).
(3) Collect pertinent data.
(4) Interpret the data.
(5) Make recommendations.
(6) Secure action.

UPDATING KNOWLEDGE IN THE FIELD

If the school PR program is to meet its primary goal of improving educational opportunities for children, updating knowledge and using the resulting information to effect change is essential. Three areas of information would be involved: (1) continuous study of new, relevant research and techniques in PR; (2) assessment of both the school function and the public relations effort; and (3) participation in national and local professional organizations.

New Developments in Research and Techniques

The findings of new communications, relevant social science research, and recent developments in school public relations should be studied. Though little is currently known about such factors as the receptivity of various publics to school information, much research is being done. The author suggests investigating the current literature in the respective fields and/or participating in national and local school PR associations.

The program director, in particular, will need to apprize himself of the latest developments and findings. He can do this through independent study and participation, or through a standing committee of staff members. Staff members serving on such a committee would gain insights into human behavior that could have far-reaching implications for the total educational program.

Consultants might also be employed or contacted periodically.

School Function in the Community

This is virtually a self-examination of the present status. These questions might be answered: Where are we now? In what direction are we heading? Are we serving the real needs of our community? Do we have any problems? What are they? How important are they?

School Public Relations Effort

Questions of this nature might be answered: Are we meeting our objectives? Are we getting the degree of impact needed from the particular tactics employed? Are we utilizing the best channels and resources at our disposal? Are we efficient in our operation? How many people are being reached? What kinds of people are they? What has resulted from the contact?

Scott Cutlip lists these implications of research for public relations: (5)

(1) Research provides much-needed emphasis on the listening phase of PR and gives substance to the two-way street concept. (Redfield points out: "One-way communication is ungratifying, unnatural, and cumulatively sterile in its effects.")

(2) Research provides the objective look required to "know thyself." PR is a mirror that reflects the public image of the organization. More wrong decisions are made on mistaken hunches of what the public thinks than on willful disregard of public opinion.

(3) Research earns support for counseling and programming around the policy-making table. You can prove the case to policy makers, public, etc., the need is for research-supported diagnosis.

(4) Research increases the effectiveness of outward-bound communciation.

(5) Research reveals festering trouble spots before they infect a large body of public opinion.

(6) Research provides useful intelligence; an idea service for executives.

Methods for Assessing the Situation and Updating Knowledge

1. Measuring communications impact
    - a. Audience coverage: How large? What are they like? What percentage of the desired audience?
    - b. Audience response: Understand? Bore them? Message received favorably?
    - c. Process of influence: How effective was the program in setting into motion the social processes necessary to influence the opinions and behavior of the target audience.

2. Polling: audience and content

    a. Students: in-school, graduates, drop-outs
    b. Citizens and staff: stored knowledge, attitudes, opinions, evaluations, school-oriented activities, perceived needs and goals
    c. Selected audience for pretesting response to innovations

    Polling: (and survey) methods

    a. Cross-section (probability sample, area sample, quota sample)
    b. Survey panels (cross-section panel)
    c. Depth interview (qualitative instrument)
    d. Content analysis
    e. Mail questionnaires

3. Surveys and interpretation of:

    a. Voter activity
    b. Degree, or change in, citizen or parent participation
    c. Degree, or change in, staff involvement in PR activities
    d. Newspaper or other media: topical coverage or indicated attitudes, etc.
    e. Absense of conflict or damaging opposition
    f. Level of professional status held by the community
    g. Improvement in education of children resulting from PR input

4. Evaluative discussion and/or study groups; citizen or staff advisory groups.

5. Review of records of PR activities, student accomplishments, projections of growth, etc.

6. Standing committee to review new material.

7. Informal discussions with influentials, media representatives, etc.

8. Evaluative workshop sessions held by professional organizations.

9. Entry of publications into national contests,

10. Examination by outside firm: management survey, operations research, etc.

Factors in Polling

The value of polling is that it serves to: (1) locate and clarify problems; (2) create awareness that the need exists; (3) create the desire to fulfill that need; (4) inform the respondent in the process of answering the questions and reviewing the results; and (5) produce beneficial side effects. (The

THE OPERATIONAL PROGRAM
Feedback, Evaluation, Updating Knowledge
(Updating knowledge)

Denver Schools describe some side effects from the results of 15 years of repetitive polling: Citizens asked to describe a well-educated person undoubtedly will be encouraged to think about the role of education; those asked if they have visited the public schools will be reminded that they are welcome; opportunities to discuss what they don't like about the schools are coupled with inquiries about what they "especially like" about the schools. (NSPRA material.) The end result is positive; the citizens have been "involved."

The timing of a poll should be coordinated, in sequence or periodicity, with the collection of related data. For example, it might well be desirable to appraise the teaching program before a citizen poll is conducted to determine whether citizen reaction to the teaching program indicates limited information or a poor program! Timing can also be geared to measure the effectiveness of a particular PR tactic.

The design of the poll, to yield valid data, must be scientifically conceived in terms of the instrument used, the determination of the proper sample of the "population universe," careful wording of the questions, and training of interviewers. There are many books available that describe such techniques, and there are scientifically developed instruments that could possibly be applied in lieu of local capability in research design (NEA research department, NSPRA book on polling, Bullock's book, polls used by other school systems, etc.).

Polls are usually conducted by one of three groups: a commercial sampling firm, the school staff, or a study group composed of both staff members and citizens. If staff members are used as interviewers, certain advantages accrue: increased staff earnings through longer employment and the self-education that results from involvement. If self-rating is involved, this involvement serves as a motivating force, but corollary subjectivity of staff pollsters could also "stack the cards."

STEP 13 - EXTERNAL FORCES AFFECTING THE INFORMATION PROGRAM

Many external forces can have a direct bearing on the planning and operation of an information program. Conflicts, criticisms, pressure groups, propaganda, elections, and new legislation are examples of forces which require special handling and techniques.

Identification of the exact nature, source, and strength of the external force is an essential first step. Early detection and appropriate solutions can change a negative criticism into a positive action and keep a conflict from becoming a crisis.

Conflicts

Conflicts may arise from sources and/or motives that are intentional or unintentional, honest or dishonest, rational or irrational; they may be long-range outgrowths of general dissatisfaction or short-range responses to a particular issue; they can contribute to, or detract from, the excellence of the school system.

Conflicts are based on cultural, economic, geographic, political, racial, or religious differences; conflicts can stem from relationships between child-school, parent-school, parent-child, parent-taxpayer, etc.; conflicts can originate internally between teacher-administrator, teacher-school board, students-staff, etc.

The danger of conflicts is not in the divergence of opinion, which can be healthy, but the possibility of developing into a crisis situation. The best defense, therefore, is to deal with conflicts before they get out of hand. Recognition, identification of the exact problem area, and bringing it out in the open for discussion are first steps. (16)

Criticism

Criticism can be defined as expression of judgment which cannot easily be controlled or directed. It is also an important impetus for effecting change in the schools. Criticism, as in conflicts, is only dangerous when it is ignored, falsely identified, or imporperly handled. (16)

Extremist activity

This force, by definition, originates in and reflects the thinking of a small segment of the population. If it is well organized, it can have devastating effects, especially in a community in which the citizens are apthetic or have no opportunity to make judgments based on facts. A school system with adequate dissemination of factual information and an opportunity for citizen expression of views will not be threatened by extremist groups; at best, in such a situation, these groups can only make a lot of noise and tend to arouse otherwise lethargic citizens to action in the opposite direction. The best antidote for extremist activity is simply a well-conceived and well-conducted information program.

Pressures and Propaganda

> "The modern concept of propaganda has socially undesirable connotations. Inherent in propaganda is an aspect of violence. It constitutes an assault upon the mind rather than the body of the individual. The methods of propaganda are many and devious. . . ." (16)

The propaganda method:

(1) Casual

(2) Direct. To create public opinion; objective is obvious; group identified.

(3) Indirect. Usually unknown initiator and objective; often local "front" organization. Actions can include:

  a. instilling fear
  b. creating hysteria
  c. working on the basis of friendship
  d. censorship to achieve or defeat program
  e. bribery (jobs, social position, money)
  f. name-calling.

(4) Pressure. Can be exerted through friendship, political obligations, threats, bombardment with literature and speeches, etc.

Combating Pressures and Propaganda (institutional techniques) (16)

(1) Major task is identification and clarification of the issue, sources, audience, content, media of dissemination, stated purpose, apparent purpose, results achieved, etc.

(2) Refusal to consider or accede to pressure.

(3) Experimentation and receptivity to new ideas. This dilutes the power of emotional pressures and is a more scientific manner of functioning.

(4) Preparedness helps assure command of the overall situation; lack of preparedness requires acting on an emergency basis; preparedness is developed through continuing survey.

(5) Solutions:

    (a) information on the subject
    (b) needed readjustment in school program
    (c) school "welcomes suggestions"
    (d) teaching controversial issues

Elections, New legislation, Legal Conflicts

Techniques for campaigns (bond levy and others) have been listed in the APPENDIX, Table 12, page 115 . Direct involvement in the election of school board members is an improper function of the school administration. An information program, however, that raises the level of factual understanding of schools will result in more intelligent voting behavior. The emotional climate, charges, and countercharges of a campaign require sensitive handling of information during the election period. As this period is one of heightened citizen interest and involvement in schools, it is a good time to give information and to observe the nature of the issues and the concerns of the electorate.

New legislation affecting schools, often involving "pocketbook issues," and legal conflicts between the schools and others, are newsworthy material. Media representatives will often exploit these issues because of their readership potential. Gross misunderstandings may result, which need to be properly countered. Audience attention is guaranteed, and the need for information is great during these conflict or election periods; they represent rare opportunities to disseminate meaningful information.

STEP 14 - ADAPTING TO CHANGING CONDITIONS AND NEEDS

Receptivity to communications is deeply rooted in basic attitudes, but it is also influenced by current modes, mores, and practices. Thus, effective communications should be modern both in technical know-how and in the perception of changing conditions.

The impetus for change should stem largely from factors detected in the process of updating knowledge. It should be apparent, in other words, that if the current program is not accomplishing the intended purpose or is not sufficiently reflecting the increase in knowledge in the technical and social science areas, changes are in order.

For either minor changes or for bold innovations, timing is an important consideration. The change should occur when there exists an "expectation of change," a dissatisfaction with the status quo; changes should occur when the existing program and target audiences can accommodate them and not be basically disrupted; changes should occur when the felt need is matched by the resources and capabilities of the initiating agency; often changes should occur when other agencies, competing for public money and attention, change the direction of their efforts.

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APPENDIX

Special note:

Much of the material contained in the appendix has been assembled in the preparation of the Suburban Area Study Group's report entitled: The Schools and The Community: A Communications Study, 1966. Actual studies, including the instruments used, are contained in this report. Individual studies were made of the following areas of school communications:

(1) Survey of national school PR practices
(2) Survey of state school PR practices
(3) Survey of local school PR practices
(4) Survey of citizen-parent information about schools
(5) Local organization-school relationship
(6) Local newspaper analysis of school news
(7) Local school-newspaper contacts
(8) Comprehensive bibliography for the Washington, D. C. area

APPENDIX

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TABLE 1

STATUS OF CITIZEN INFORMATION ABOUT SCHOOLS

Objective:

To develop a research plan which will ascertain the level, accuracy, and sources of information about public schools held by the citizens of the county.

To indicate the types and effectiveness of channels used by the public to communicate with the school system.

To test the comparative usefulness of individual media for distribution of information to the public from the school system.

Points for consideration:

1. Items of information which might be measured (citizen concepts)
    a. Size of system: number of teachers, students, schools
    b. Annual cost of system; capital investment
    c. Sources of funds
    d. Growth in size and cost in recent years
    e. Governing body: who, how many, how selected, when
    f. National standing of school system among those of same size
    g. National standing in student accomplishment
    h. College entrance rates
    i. School dropout rate

2. Sources of information which might be measured (influencing citizens)
    a. City daily newspapers
    b. County weekly newspapers
    c. Radio
    d. Television
    e. School organizations (PTA, etc.)
    f. Other organizations (Rotary, etc.)
    g. Own children in school (verbal, school communications by children)
    h. Other people's children in school
    i. School personnel (through school contacts, socially)
    j. Family members not in school
    k. Friends and neighbors

3. Types of populations which might be distinguished
    a. Parents: with children in public schools, with pre-school children only, with post-school children only, with children in private schools

(continued)

(Continuation, Table 1)

  - b. Non-parents
  - c. Registered voters, actual voters, non-registered persons
  - d. Officials of organizations: PTA's, other non-political organizations, special interest groups
  - e. Employees of the school system
  - f. Students of county junior and senior high schools

4. Communication from the public to the school system

  - a. Channels used: verbal, written, PTA, principal, teacher, etc.
  - b. Attitudes of public and school system on efficacy of existing channels
  - c. Attitudes of public and school system on need for additional channels

5. Test of usefulness of individual communication medium

  - a. Establish control conditions
  - b. Release selected item of information
  - c. Determine penetration and accuracy of public knowledge

6. Surveys which might be undertaken (consider separately each type)

  - a. Content and coverage
  - b. Levels of detail and precision needed
  - c. Size of sample
  - d. Data collection method
  - e. Timing
  - f. Resources required: personnel for planning, preparation of materials, collection of data, tabulation, analysis of results, publication, funds for conducting some of these steps

TABLE 2

SOCIO-ECONOMIC FACTORS AFFECTING SCHOOL-COMMUNITY RELATIONS

Definition of the problem:

To identify the principal socio-economic characteristics of Montgomery County as a whole, of local areas within the county, and of particular families and individuals, which affect school-community relations.

To indicate how these factors influence channels of communication, levels of public information, opinions, attitudes, and values regarding the schools.

Sources of information:

1. Data from censuses, surveys, and special studies
2. Technical literature on communication, attitude formation, social participation, and other topics related to the subject based on research in education, sociology, social psychology, policial science, economics, and demography
3. Practical experience of educators and school administrators in the particular community
4. Practical experience of professional people in mass communications and public relations work

Principal variables:

A. Independent variables

1. Characteristics of the county as a whole
    - a. Proximity to a major metropolis
    - b. Status as suburban satellite community
    - c. Tax base: wealth of the community
    - d. General educational attainment level of population
    - e. Occupational structure of the community
    - f. Principal social strata, degree of social homogeneity, social integration
    - g. Degree of population mobility
    - h. Economic and political structure of the community
    - i. Nature of community leadership
2. Characteristics which vary in degree in different regions, local areas, and neighborhoods within the county

(continued)

(Continuation, Table 2)

- a. Characteristics of areas
    - suburban area, town, rural area
    - tenure of housing (rental vs. owner-occupied)
    - rate of population increase
    - population density
    - age of residential settlement
    - value of single family structures
- b. Characteristics of populations within areas
    - age composition of adult population
    - proportion of married couples with children under 18
    - school enrollment (primary and secondary)
    - proportion of school age children in private schools
    - educational attainment (adult population)
    - family income
    - occupational characteristics
    - proportion of migrants
    - presence of significant racial, ethnic, religious, or other minority groups
    - marital status

3. Characteristics of families and/or individuals

- a. Age
- b. Sex
- c. Educational attainment
- d. Income
- e. Occupation
- f. Religious preference
- g. Political preference
- h. Participation in community organizations
- i. Number of children in public schools
- j. Duration of residence in county
- k. Home owner vs. renter
- l. Marital status
- m. Race

B. Dependent variables

1. Channels for school-community communications

- a. Written or printed communications transmitted through school and classroom
- b. Direct contacts between teachers, principals, parents
- c. Direct contacts between parents and board members or technical and administrative staff
- d. Contacts mediated by community service organizations (e.g., PTA, civic organizations, etc.)

(continued)

(Continuation, Table 2)

  - e. Communications involving other community organizations, public officials, pressure groups, etc.
  - f. Mass communication media: local papers, metropolitan papers, radio-TV, books, etc.
  - g. Informal interpersonal contacts

2. Levels of public information

  - a. About local and central school administration
  - b. About philosophies, aims, purposes, and policies
  - c. About teaching methods and curricula
  - d. About special educational, corrective, and guidance services
  - e. About problems, conflicts, opposition, support, and other aspects of the general social context

3. Opinions, attitudes, and values among the public

  - a. On specific issues, problems, and policies
  - b. Position on generalized scales (e.g., conservatism-liberalism, suspicion-trust, support-opposition)
  - c. Intensity of feeling
  - d. Articulateness in expression
  - e. Degree of active interest or personal involvement

TABLE 3

COMMUNITY ORGANIZATIONS IN RELATION TO SCHOOL COMMUNICATION

Definition of the problem:

To find a method for making a practical and valid assessment of the existing and potential relationship of community organizations and the public schools.

Types of organizations:

Professional organizations
Civic organizations
Labor organizations
Cultural organizations
Ethnic group organizations
Fraternal organizations
Industrial and trade organizations
Religious organizations
Exclusive clubs
Social clubs
Occupational clubs
Parent-Teacher Association
Study groups
Foundations and institutes

Group description:

Origin of group; purpose or function
Composition of group
Stability of group vs. transiency
Activities on behalf of schools: in elections, other
Effectiveness of group

Membership interest:

Participation in school functions and activities
Attendance at school programs
Turnout at school elections
Participation in advisory or study groups
Knowledge of school functions and policies

School-Organization Communications:

(continued)

(Continuation, Table 3)

Organization communications related to schools

- Newsletters, etc.
- Speakers bureau
- Testimony at public hearings
- Study group publications
- Commercial media use
- Plays, benefits, other special devices
- Telephone communications
- Adult education programs
- Audio-visual materials
- Direct personal contacts (officer or other)

School communications directed to organizations

- Public hearings
- Public briefings
- School representation in organization membership
- Publications
- Direct telephone and letters to officer or other
- Audio-visual materials
- Speakers bureau
- Adult education programs

School-Organization Services:

Organization services related to schools

- Use of facilities
- Distribution of information and services
- Participation in advisory or study groups
- Providing leadership for special purposes
- Providing information of specialized nature
- Legislative action or other action
- Direct contribution of manpower or financing for special school needs.

School services related to organizations

- Participation in community activities
- Use of facilities
- Advisory or liaison participation
- Providing information on request
- Distribution of materials of broad community interest
- Organization of special community programs

(continued)

(Continuation, Table 3)

Cooperative function of two or more organizations

Newsletter "pony"
Speakers exchange
Study or fact-finding groups
Legislative or other action
Leadership in opinion-molding: organizations, leaders

Conflicts between the schools and organizations

Nature of conflicts
Basic cause of conflicts
Specific examples and recommended solutions

TABLE 4

COMMUNITY RESOURCES: EDUCATIONAL AND FINANCIAL

PURPOSE: To make optimal use of available resources in order to improve the educational program.

OBJECTIVE: (1) To identify and evaluate the fiscal, physical, and human resources of the community that are relevant to educational goals.

(2) To use available resources to support the educational program, expand the educational program, increase the efficiency of the educational program through coordinated community efforts, and increase citizen participation in public education.

AREA OF INVESTIGATION:

(1) Governmental agencies
(2) Private agencies and foundations
(3) Industrial and commercial firms
(4) Organizations: professional, vocational, service
(5) Individuals: specialists and non-specialists

PLANNING RESPONSIBILITIES:

(1) Under the direction of a staff coordinator (or coordinating team), two ad hoc committees might be designated to develop the parameters for systematic study.

(a) Staff advisory group: Representing all departments, this group would function to: determine areas of need for community resources in the educational program, and facilitate the pooling of information about community resources already available through staff sources.

(b) Citizens' advisory group: This staff-directed group should function to suggest areas of possible resources that might be investigated. The group membership should represent a broad range of backgrounds (labor, farmers, industry, women's clubs, clergy, PTA, etc.).

(2) The coordinator (or team) should review the information obtained from the advisory groups to determine:

(a) the precise objectives for a systematic study of community resources based on needs in the educational program.
(b) a systematic study plan based on priorities among needs
(c) an assessment of the "ability to perform" the study with

(continued)

(Continuation, Table 4)

corresponding changes in the study design.

SYSTEMATIC SURVEY OF RESOURCES:

The study should include the collection of the data, tabulation of data, analysis of data, interpretation of results, etc.

IMPLEMENTATION OF RESULTS:

(1) Make the results accessible. A central file of the findings may be a solution, so that each department may use the resources in the fashion that is required by its particular needs.

(2) Develop a coordinated action plan. A plan would insure coordination for efficiency, direction, and sharing by all schools in the pool of total resources.

(3) Desseminate selected information to school personnel and to the community. This "sets" the atmosphere for both acceptance and implementation at all levels.

SPECIFIC SUGGESTIONS THAT MIGHT BE USEFUL:

(1) The first step in a systematic study might be the collection of data that is most readily accessible. (Census data, Department of Health and Welfare information, Chamber of Commerce studies, staff information, studies made by PTA and other organizations, information from national educational associations, the state department of education, federal agencies, records of congressional hearings.)

(2) Telephone surveys, letters, forum discussions and other specific data collecting devices might then be used. Examples of a purposive questionnaire might include:

    (a) A questionnaire to area supervisors for identification of specific resources. The nature of the supervisor's work brings him into close contact with the community in the broad sense.

    (b) A questionnaire to principals could solicit information about individuals in local school communities. It might be necessary to develop a questionnaire for use by the principal to locate accurately these "talent" sources.

    (c) A questionnaire directed to organizations would need a core of basic questions covering willingness to contribute financial, physical, and/or human resources. It should also include open-ended types of questions, however, soliciting special interests of the organization which could contribute to the educational program (e.g., DAR could donate flags; service groups could provide special transportation for handicapped children).

TABLE 5

STAFF FUNCTION: ADMINISTRATIVE AND PHYSICAL ASPECTS OF THE PUBLIC INFORMATION PROGRAM

Definition of the problem:

To find a method for making a practical and valid assessment of existing administrative and physical aspects of the staff function in the public information program.

Some considerations:

1. School publications to the public
    a. Purpose
    b. Planning (staff and/or citizen)
    c. Distribution
    d. Evaluation related to purpose
2. Information services to staff: publications and briefings
    a. Teacher orientation
    b. Accomplishments, conditions, needs
    c. Activities and programs
    d. Directives, etc.
    e. Staff newsletters
3. Speakers bureau
    a. Varied use of staff (age, position, sex, talents)
    b. Use of knowledgeable citizens
    c. Development of materials
    d. Review of materials
    e. Channels for publicizing
    f. Systematic training program
    g. Press coverage
    h. Complementary publications
4. School-sponsored public meetings
    a. Mandatory (required by law)
    b. Information meetings
    c. Fairs and exhibits
    d. School assemblies and programs
    e. Special purpose meetings (e.g., to deal with conflicts)

(continued)

(Continuation, Table 5)

    f. Advisory groups
    g. PTA meetings

5. Direct service and referral arrangements (for handling public inquiries, questions, complaints)

6. Mass media use and relationship

7. Community house organs and school-organization relations

TABLE 6

STAFF FUNCTION: PERSONAL INTERRELATIONS IN PUBLIC INFORMATION PROGRAM

Definition of the problem:

To develop a method for assessing the effective use of lines of communication within the school organization (vertical and lateral) and specifically with reference to a program of school-public relations.

Some factors for consideration:

1. Staff morale
   a. Democratic climate
   b. Personnel policy
   c. Maintaining constructive relations with teachers' association
2. Public relations activities (internal)
   a. Recognition of talents and interests in PR activities
   b. In-service training in public relations
3. Staff-community relations
   a. Employing teachers with various interests and associations
   b. Introducing new teachers to community groups
   c. Sharing public limelight with staff members
   d. Releasing staff members for community activities during the school day
   e. Involving supporting personnel in public relations
4. Working with the community
   a. Conducting community survey
   b. Keeping the citizens informed
   c. Maintaining formal community contacts
   d. Preventing and adjusting conflicts
   e. Enlisting aid of community leaders and organizations
   f. Adult education
   g. Maintaining constructive relations with the press
5. School-parent relations
   a. Participation in PTA
   b. Attitude toward parent conferences

(continued)

(Continuation, Table 6)

  - c. System of pupil progress reporting
  - d. Parent participation in planning and implementing school activities
  - e. Registration procedure and introduction to school
  - f. Conflicts: teachers, administrators, supporting personnel

6. School-pupil relations

  - a. Good teaching
  - b. Respect for the rights and opinions of pupils
  - c. Recognizing and remembering pupils with cards and notes
  - d. Extra-class activities

7. Supporting personnel-public relations

  - a. Showing courtesy and efficiency in citizen contacts
  - b. Dissemination of accurate information

TABLE 7

DUTIES ASSIGNED TO THE DIRECTOR OF COMMUNICATIONS AND HIS STAFF

(extracted from existing programs)

I. Administrative

   A. Planning

      1. Developing the PR program
      2. Planning institutional campaign
      3. Monthly planning sessions with the director and coordinators, coordinators and committee chairmen, chairmen and assigned central staff member in publications and information

   B. Reporting

      1. Reporting directly to superintendent
      2. Reporting annual activities to school board
      3. Developing monthly time chart of activities.

   C. Collecting information

      1. Setting deadline for department and staff to submit information for annual report
      2. Soliciting news and information from staff for staff journal
      3. Collecting news from state and national professional literature
      4. Requesting names of organization presidents and education chairmen annually

   D. Filing information

      1. Clippings of general school news, bound yearly
      2. Mailing list: citizens who show interest in schools
      3. Mailing list: organizations
      4. Mailing list: organization presidents, education chairmen
      5. Background material on current topics of interest

   E. Clearing information

      1. Answering questions involving non-policy matters only, matters not distinctly part of another department
      2. Clearing local school matters with director before releasing to media when system-wide implications are involved
      3. Clearing displays, etc., with director
      4. Clearing through office of superintendent, information other than accounts of student activities, PTA notices, columns written by

(continued)

(Continuation, Table 7)

individual students or staff members for local papers

5. Staff members should notify director of all information given to media in response to inquiry
6. Clearance criteria
   a. Insure accuracy, especially in areas related to policy
   b. Avoid duplication of material
   c. Maintain consistent policy with regard to school publicity
   d. Maintain file of releases and pictures as protection to school district

F. Staff participation (and Pupil)

1. Director
   a. Attend all school board meetings
   b. Attend principals' council
   c. Chair PR committee
   d. Sort and reply to superintendent's mail

2. Pupil participation
   a. Pupil-conducted community studies and polls
   b. Pupil participation in forums, public service functions, speaking engagements

3. Teachers
   a. Maintaining high quality of teaching
   b. Conferences with parents
   c. Attendance at PTA's
   d. School representative in PR: gather information, assist in maintaining staff biography, advise director of potential radio and TV material, encourage members of staff to participate in speakers bureau
   e. Serve on PR study groups

4. Local school participation
   a. Principals and teachers in decentralized program (functional committees)
   b. Reporting, clearing; assistance from PR director

G. Evaluation

1. Standing advisory group for school PR program
2. Ad hoc staff evaluating group
3. Ad hoc citizens evaluating group
4. Panel of expert consultants
5. Job analysis of time spent monthly on activities (per cent)
6. Annual news analysis
7. Survey on attitudes and impacts of program

(continued)

(Continuation, Table 7)

II. Publications

A. For internal use (staff)

1. Responsible for keeping up-to-date policies and procedures handbook on school PR program
2. Supervises printing office and function; mailing list and function
3. Aids in planning, editing, and producing appropriate reports
4. Evaluates school publications
5. Edits and plans teacher recruitment material, teachers' handbook, annual report, annual financial statement, staff journal, weekly bulletin, special resolutions and citations, commencement material, covers for annual department reports

B. For external use

1. Edits and plans parents' handbook, report card inserts, kindergarten handbook, letters to parents, school board notes, publicity for speakers bureau
2. Use of "piggy back" publications; news placed in the following: organization newsletters, organization booklets (e.g., League of Women Voters "Know Your County"), county government publications, commercial firm publications (e.g., radio station daily newsletter distributed to restaurants, hospitals, etc.).

III. Mass Media

A. Contact with media

1. Maintain personal contact with editors, managing editors, editorial writers, reporters of local and area press
2. Maintain personal contact with TV and radio station managers
3. Arrange interviews, picture appointments, and conferences for media representatives
4. Hold press conferences at selected board meetings; make needed arrangements and secure requested information at board meetings; make board agenda available; supply those representatives not in attendance with information when requested; write Board Review after each meeting
5. Provide information requested by media at other times

B. Use of media

1. Disseminate news material to newspapers, magazines, radio, and TV

(continued)

(Continuation, Table 7)

2. Prepare general information releases for media and organizations
3. Prepare display advertising mats for financial statements
4. Arrange for photographing all school activities
5. Develop TV and radio programs (public service time): round table discussion groups or important education personalities; supply statistical information, photos, speech materials, TV scripts; weekly radio programs; education news features; arrange format, supply personnel

C. Local school news

1. School "press representative" to supply information when requested
2. Provide list of high school graduates to press
3. Check releases with director when statement is related to systemwide policies, procedures, information, and practices
4. Invite press to annual open house

IV. Community Relations

A. Citizen participation

1. Urge parents and other interested citizens to write articles; supply needed factual information
2. Survey and solicit opinions, suggestions, and recommendations to clarify the particular educational concerns and attitudes of citizens and evaluate extent to which educational purposes are being achieved by present practices
3. Assist superintendent and board in obtaining, recognizing, and using the services of highly competent laymen
4. Form widely representative advisory groups to facilitate organized participation, keep community informed of school developments, help evaluate educational program and facilities, and assist in seeking legislation (local, state, national)
5. Establish citizens groups to aid teachers, help locate proper housing for school personnel, make new personnel feel welcome, assist teachers in locating and utilizing educational resources in the community, assist in recruitment of good teachers, serve as room mothers and aides in classroom
6. Initiate public forum meetings with layman as moderator and panel of two plus building principal

B. PTA participation

1. Cooperate with PTA's
2. Seek advice and counsel
3. Encourage staff participation

(continued)

(Continuation, Table 7)

C. Interagency participation

1. Safety, fire, civil defense
2. Health and welfare
3. County, state, and national governmental bodies

D. Speakers Bureau

1. Supply professional and student talent
2. Handle incoming requests for speakers
3. Assign according to special talents and proficiency in field; variety of sex, age, and experience
4. Clear student speakers through HS principal or college dean

E. Adult education (in addition to regular course offerings)

1. Develop program geared to retired and other senior citizens (Rationale: heavily increasing numbers, more frequent voting participation, more time, more tax-resistant)
2. Develop parent education and school information course

V. Staff Instruction and Advisement

A. In-service training

1. Provide training in PR aspects of educational procedures at classroom, school, and division levels
2. Provide PR training for custodians, clerical and other supporting personnel

B. Advisement and teaching

1. Teach junior college journalism, public relations, public speaking
2. Assist journalism instructors in high school and junior college
3. Provide counsel to schools on effective use of media (displays, open house functions, etc.)
4. Advise students and faculty on school newspaper and yearbook
5. Provide data (i.e., professional magazines and journals) of immediate and self-appraisal nature
6. Keep research file for professional use
7. Assist staff in placing professional articles in state and national publications
8. Provide for curricular unit on the school as an institution

(continued)

(Continuation, Table 7)

C. Service and referral

1. Answer telephone queries about non-policy determinant matters and matters not specifically part of another department
2. Refer queries to appropriate source
3. Send information or publication when requested
4. Channel staff queries to appropriate source

VI. Special Events

A. Levy and bond campaigns

1. Send information to citizens and/or organization leaders interested in schools
2. Prepare plan for drive with estimated budget; include cost of advertising expenses (engravings, mats, art work, type, photography, printing, radio-TV time changes, newspaper space costs, etc.)
3. Prepare advertisements for newspapers, radio, TV
4. Prepare handbills and circulars
5. Prepare news kit including:
    a. Fact sheet citing reasons for campaign
    b. General information for use in campaign
    c. Spot announcements and script materials for radio-TV
    d. Format and copy for display advertising in newspapers, billboards, other advertising media
6. Make necessary contractual arrangements with media
7. Contact all local school administrative staff regarding plan
8. Request support from civic leaders, lay organization presidents, PTA presidents, PTA legislative chairmen
9. Establish special speakers bureau
10. Send "endorsement cards" to outstanding organizations
11. Publicize resultant endorsements
12. Following campaign, send letters of appreciation
13. Keep complete bound file in superintendent's office

B. Other

1. Plan for special occasions and observances
2. Prepare entertainment activities
3. Advise on open house ceremonies, dedications, National Education Week, etc.
4. Organize paid school assemblies
5. Handle rental of buildings

VII. Meetings and Organization Participation

(continued)

(Continuation, Table 7)

A. Community Relations

1. Organize budget presentations and hearings
2. Organize evaluative discussion groups
3. Organize superintendent's briefings
4. Compile and administer civil defense policies
5. Attend School Board meetings and edit minutes
6. Organize business/industry/education groups
7. Attend Chamber of Commerce committee meetings
8. Attend college public relations council meetings
9. Attend Community Chest education meetings
10. Attend community planning council meetings
11. Develop school exhibits for county fair
12. Organize school drives for charities (March of Dimes, etc.)
13. Attend PTA council meeting
14. Participate in press association activities
15. Develop activities for Public Schools Week
16. Serve on Red Cross Educational Relations Committee
17. Develop school assignments for Youth Day

B. Community-Child Welfare

1. Participate in area delinquency prevention projects
2. Serve on Board of Directors of Child Welfare Association
3. Arrange parent-pupil conferences
4. Serve on Red Cross First Aid Committee
5. Perform liaison with youth-serving agencies
6. Work with AID-United Givers Board

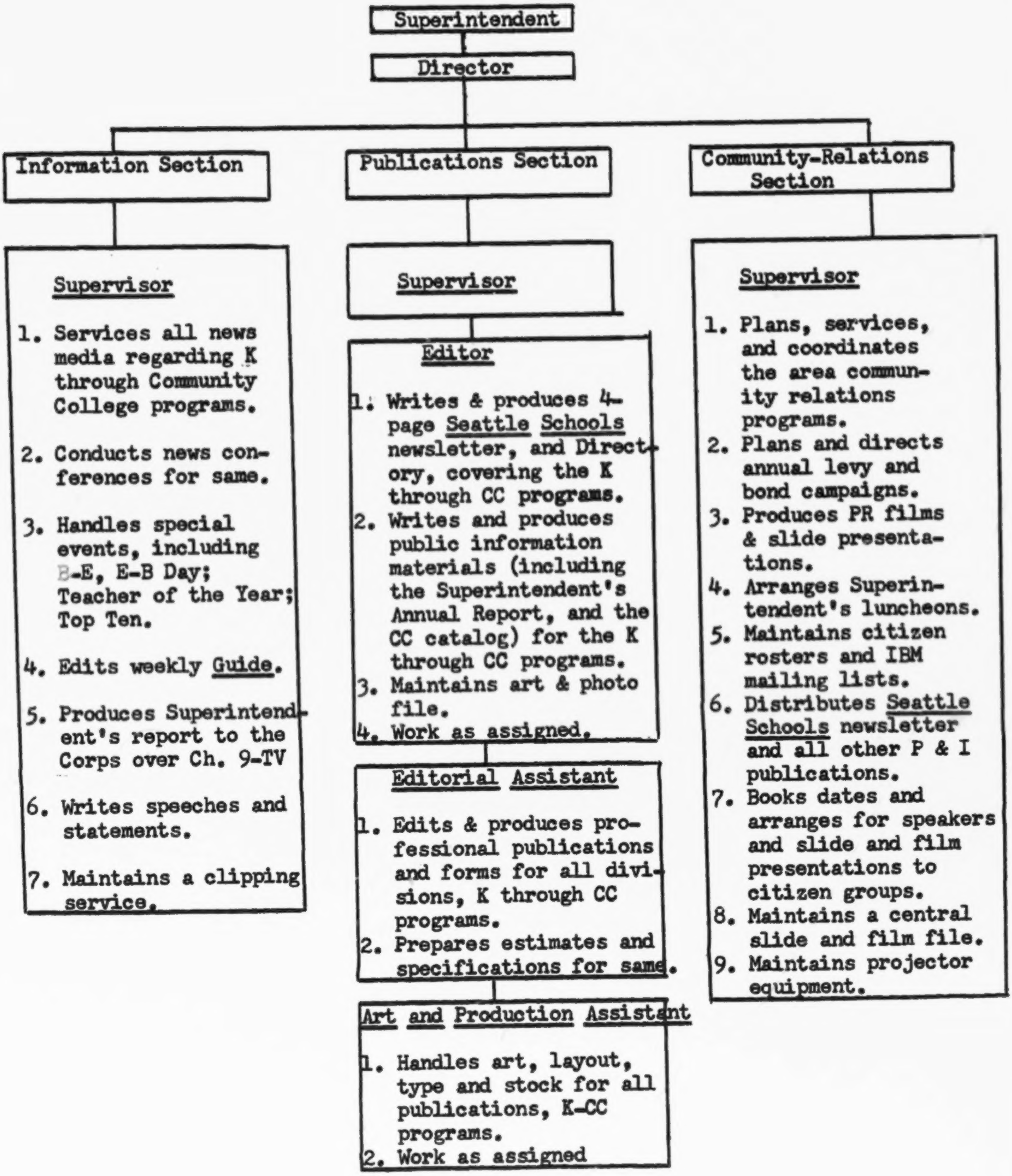
C. Professional

1. For meetings and conventions held locally:
    a. Send advance materials to news media
    b. Set up news conferences
    c. Assist while meeting in progress to further publicize activities
    d. Collect and file records of media coverage, time and space
2. Participate in local, state, and national exhibits
3. Aid in teacher orientation (housing, buddy committee dinners, etc.)
4. Work cooperatively with local educational associations and professional associations
5. Represent school in National School Public Relations conferences and related groups
6. Hold staff conferences

TABLE 8

INSTITUTIONAL PR PROGRAM: REPRESENTATIVE SCHOOL SYSTEM

SEATTLE PUBLIC SCHOOLS
Publications and Information Department



Superintendent

Director

Information Section

Supervisor

1. Services all news media regarding K through Community College programs.
2. Conducts news conferences for same.
3. Handles special events, including B-E, E-B Day; Teacher of the Year; Top Ten.
4. Edits weekly Guide.
5. Produces Superintendent's report to the Corps over Ch. 9-TV
6. Writes speeches and statements.
7. Maintains a clipping service.

Publications Section

Supervisor

Editor

1. Writes & produces 4-page Seattle Schools newsletter, and Directory, covering the K through CC programs.
2. Writes and produces public information materials (including the Superintendent's Annual Report, and the CC catalog) for the K through CC programs.
3. Maintains art & photo file.
4. Work as assigned.

Editorial Assistant

1. Edits & produces professional publications and forms for all divisions, K through CC programs.
2. Prepares estimates and specifications for same.

Art and Production Assistant

1. Handles art, layout, type and stock for all publications, K-CC programs.
2. Work as assigned

Community-Relations Section

Supervisor

1. Plans, services, and coordinates the area community relations programs.
2. Plans and directs annual levy and bond campaigns.
3. Produces PR films & slide presentations.
4. Arranges Superintendent's luncheons.
5. Maintains citizen rosters and IBM mailing lists.
6. Distributes Seattle Schools newsletter and all other P & I publications.
7. Books dates and arranges for speakers and slide and film presentations to citizen groups.
8. Maintains a central slide and film file.
9. Maintains projector equipment.

Total salaries: $51,670.

TABLE 9

SOURCES OF INFORMATION

Internal sources

Local school staff
Local school principals
Central office staff
Students
PTA
Advisory groups
Reliable individuals (for emergencies)
Staff meetings, workshops, etc.
School Board meetings
Records, past publications, etc.

External sources

Media directories (outlines, subject headings, etc.)
Organization directories (produced by Chamber of Commerce, health and welfare agencies, etc.)
Special organization publications
Census data, market surveys, Chamber of Commerce publications
Local agency publications
Organization newsletters and regular publications
Newspapers and commercial media
State and national publications
State and national professional meetings, correspondence, etc.
Local professional organizations
Opinions: advisory groups, influential citizens, open forum
Polls: conducted by staff, citizens, pupils

Retrieval and filing

Data processing to extract the essentials from volumes of material
Immediate location of material for documentation or other use
Reference for planning to insure accuracy and guard against duplication; both incoming and outgoing; closed and bound yearly; protection for school district
Clipping file of all school news
News analysis and other

TABLE 10

CONTENT SELECTION

What schools need to know from citizens

- Educational goals and aspirations
- Educational needs
- Evaluation of school accomplishments
- Relative satisfaction with present system
- Areas of desired improvement and/or change
- Areas of meaningful citizen involvement
- Problem and conflict areas
- Characteristics of the community reflecting interests and needs
- Information about the individual child (from the parent)
- Community resources available for educational purposes
- Relative willingness to support program as a whole and specifics
- Information and misinformation they have about education and schools

What citizens need to know from the schools

- Information on the role of education in the society of the future
- Relationship between education and democracy
- Equal opportunity for all
- Schools and individual freedom
- Interests in individual pupils
- Educational goals
- Educational accomplishments
- Values of education
- Fundamentals of curricular areas
- Curricular needs of all pupils
- Long-range curriculum planning
- General and vocational education
- Mysteries of creativity
- Teaching as a technology
- Need for well-trained teachers
- Fiscal information, financial and statistical
- Costs and taxes
- Costs and benefits
- Long-range financial planning
- Preparation for a long-range increase
- Long-range school construction planning
- Total building needs
- Counseling services
- Special services
- Methods of instruction
- Need for progress
- Relationship of past, present, future in school development

(continued)

(Continuation, Table 10)

Discipline
Impact on family living
Marketing and promotional problems
School lunches and services
Transportation services, problems, policies
Problems that schools face
How citizens can make their views known
Education as an investment
Rationale for experimentation
Educational innovations
Results of educational research
Why educational research and development is vital

What parents need to know about schools (in addition to previous category)

Insight into objectives of the particular staff members involved with their child
Local school procedure and policy (placement in class, role of the counselor, etc.)
Opportunity for local school participation
Procedure to follow when problems arise
Procedure for approaching school personnel
Procedure for getting information
Classroom specifics (homework, grading method, project expectations, etc.)
How to aid their child (from what sources to secure materials, how to help with homework, etc.)
Difficulties and problems of the local school
Interrelationship of local school with the entire system

TABLE 11

SOME TARGET AUDIENCE CLASSIFICATIONS

School interest grouping

Board of Education
Staff: administrative, teachers, supporting personnel
Students
Parents
Alumni
Educational institutions
Educational associations
Related governmental bodies
Private schools
Superintendents of schools in cities over 200,000
Presidents of PTA's
PTA members
Legislative members of PTA's
School-oriented community organizations
Anti-school-oriented community organizations

Geographic location

Local school district
Entire citizenry
Random list of citizens from telephone directory
Individual community areas ("up-county")
Citizens of a subdivision
Commuters

Socio-economic groupings

Parents, non-parents, private school parents, preschool parents
Occupational status
Educational attainment
Family income
Sex, age
Residential status (home owner, apartment dweller, etc.)
Race, religion, nationality, etc.

Organizational or social groupings

Professional organizations
Civic organizations

(continued)

(Continuation, Table 11)

- Labor organizations
- Cultural organizations
- Ethnic group organizations
- Fraternal organizations
- Industrial and trade organizations
- Religious organizations
- Exclusive clubs
- Social clubs (including the local bar)
- Occupational clubs
- Study groups
- Foundations and institutes

Community influentials

- Important lay organization presidents, citizens, business leaders
- Political leaders; citizens who initiate school activities

TABLE 12

CHANNELS OF COMMUNICATION

SECTION I: MASS MEDIA

Newspapers

- Straight news items:
  - "advance" . . . . announcements, etc.
  - "cover" . . . . . school board meetings, sports events
  - "follow" . . . . election results, editorials, etc.
- Feature stories
- By-line articles
- Interviews
- Financial statements
- Bids and advertisements
- Election campaign material
- Letters to the editor
- Editorials
- Photographs

Periodicals and special publications

- Special interest publications (e.g., real estate association magazine)
- Newsletters of special interest groups
- Technical publications

Radio

- Straight reporting (newsworthy events)
- "Spots" (public service announcements)
- Scheduled programs
  - Documentaries
  - Talks
  - Interviews
  - Discussions
  - Round tables
  - Contests

Television

- Educational stations (area-wide)
- Closed-circuit school TV
  - Staff briefings
  - Announcements
  - Interviews
  - In-service training in PR
- Commercial stations (same as radio; scheduled programs, reporting, etc.)

(continued)

(Continuation, Table 12)

Movies, slides, audio-visual (Internally produced or available externally)

- Tapes, records
- Slides, slide films
- Flip-charts, transparencies
- Movies

Posters and signs

- Store window cards
- Bumper strips
- Bulletin board material
- Billboards
- Over-street signs
- Restaurant table tents

School publications, directed to:

- External audience (using commercial media)
    - Annual reports
    - Periodicals
    - Campaign literature
    - Budget and finance material
    - Articles in technical journals
- External audience (school-produced)
    - Report cards
    - Report card "stuffers"
    - Reports to parents (curriculum, guidance, etc.)
    - Annual reports
    - Special purpose pamphlets
- Internal audience (school-produced)
    - Superintendent's Report
    - Handbooks (teacher and student)
    - Brochures
    - House organs, school or teachers association (magazine or newsletter)
    - Special purpose and incidental
    - Student publications (school newspapers, yearbooks, etc.)
- Internal audience (externally-produced)
    - Pamphlets from industry, League of Women Voters, etc.
    - Use of house organ as "pony" for relevant information

(continued)

(Continuation, Table 12)

Exhibits

In-school
Out-of-school (libraries, store showrooms, etc.)
Portable (audio-visual, demonstration models, etc.)
Local industry displays

Direct mail

Information mailing
Persuasive mailing
Reminders
Utility mailing ("familiarity" through use of bookmarks, reading lists, directories, etc.)

SECTION II: INTERPERSONAL MEDIA: PEOPLE-TO-PEOPLE

Surveys and polls (central office and local school)

Special purpose surveys (citizen and/or staff conducted)
Interagency cooperative surveys (school nurse, welfare, etc.)
Block representative home visits
Community surveys (student-conducted)
Profile of community talent and resources: citizen resources, citizen specialists, cooperative business-industry groups, organizations with relevant activities
Census tract data; tabulated and interpreted for school needs

Service and referral (central office and local school)

Telephone inquiries
School visitors
Requests for printed information
Referral to other sources

Staff recognition (central office and local school)

Publicity on outstanding personalities
Publicity on important accomplishments
Periodic report by individual school made directly to school board
Awards and award ceremonies

Speakers bureau (central office)

Staff members listing (varied in position, age, sex, etc.)
Citizen specialist listing

(continued)

(Continuation, Table 12)

Special resource speakers listing
(Speech materials development, press coverage, complementary publications)

Public forum (central office)

- School board meetings
- Guest speakers (resource visitors)
- Briefings
- Panel discussions
- Open house
- Budget and other hearings

Adult education (central office) - Partial listing of curricular services

- General academic
- Civic and public affairs
- Parent and family life, child guidance
- Programs for retired and senior citizens
- Commercial and distributive
- Vocational and technical
- Lecture series

Advisory groups (central office)

- Appointed by Board of Education, special purpose
- Citizen experts as consultants
- Civic groups in area of specialization
- Interagency liaison activities
- Independent study groups

Citizen-parent direct participation (central office and/or local school)

- Block representatives (school-appointed citizen representative to function as block coordinator and aide)
- Cooperation in preschool programs
- Homework helpers (tutors for culturally deprived)
- Teaching aides for unwed mothers, etc.
- Citizen specialists used in educational programs: talented artists, local political figures to talk on government, etc.
- General service: room mothers, making exhibits, aiding in financial campaigns, aiding in student extracurricular activities, etc.
- Indirect: registering for adult education, etc.

Community relations (central office)

- State agency and legislative group cooperation
- Local interagency cooperation

(continued)

(Continuation, Table 12)

Group and organization liaison (exchange speakers, visits, tours, educational facilities; scholarship funds and other; staff membership in social and fraternal groups; professional organization relations; industry-sponsored career days and career clinics, etc.)
Staff committee for community conflict detection and recommendations of conflict solutions

In-service training and staff information (central office)

In-service workshops (PR approaches, community correlation, etc.)
Teacher education (instruction in counseling, conferencing, PR, etc.)
Staff committees to study local school and its problems
Faculty study groups on contacts and cooperation with the home (homework, pupil reporting, discipline, home visits, conferences, etc.)
PR action groups (inter-area principal leadership)
PR personnel attendance at national PR workshops
Subscription to school PR literature sources
(Briefings, publications, etc.)

Financial campaigns (central office) - Sequential stages

Lay the foundation (meetings with top citizens)
Form citizens committee (county-wide with general chairman, affiliated group chairman, PTA area chairman, etc.)
Organize school staff (assigning responsibility for publicity, endorsements, speakers bureau, bookkeeping, production, etc.
Determine and develop publications: "broad brush" and detail (use common theme on billboards, radio, press, etc.)
Develop timetable
Conduct campaign
Write letters of appreciation

(These stages suggested by Carroll Hanson, who warns that the greatest hazards are philosophical. You must win without putting your basic authority or your board's authority on the line and without splitting your community with recrimination and bitterness. You cannot cry "wolf," you cannot threaten, and you cannot depart one iota from the facts.)

Public forum (local school)

Bull sessions
PTA meetings
Lectures
Discussion panels
Buzz sessions
Symposiums
Committee reports

(continued)

(Continuation, Table 12)

- Question periods
- Study groups
- Advisory groups
- Father's night
- Preschool conferences
- Informal group meetings with principal (influentials or other)
- Group classroom conferences with teacher
- Informal parent luncheons and daytime visits
- National Education Week
- Films, drama, spontaneous drama
- Independent community organization meetings

Community school practices (local school) - the local school as the focal point of the community, serving all citizens

- Community coordinating councils
- Lyceums
- Concerts
- Adult forums
- Lectures
- Resource visitors
- Excursions
- Films
- Field trips
- Adult education programs
- Recreational activities
- Social activities
- School plant use by local groups

Home-school communications (local school)

- Pupil reporting and conferences
- Supplementary notes on report card
- Report card "stuffers" (printed matter)
- Letters and notes to parents
- Copies of tests (Can you pass this? Your child did!)
- Telephone conversations
- News announcements or bulletins
- Start-to-school and other booklets
- Newsletters (PTA, school, classroom)
- Special purpose (students' choice of subjects, curriculum design, etc.)
- Reprints of articles
- Recommended reading lists
- Question box for parents

(continued)

(Continuation, Table 12)

Home-school intervisiting (local school)

Home visits
School visits (parents' night, back-to-school night, open house)
Conferences (individual and group)
Resource visitors
Room mothers
Weekly visiting day (small group of invited parents)
Informal teas
Parent-child picnics
Parent work-planning sessions
Home visits by school nurse
One-to-one relationship of guidance personnel with student and parent
Parent-sponsored "welcome to new teachers"; introduction to the community
Letters to parents by new school teachers

Student relations (local school)

Good teaching
Showing respect for rights and opinions of pupils
Recognizing and remembering pupils with cards and notes
Extra-class activities
Pupil reporting and conferences (teacher-pupil)

Student co-curricular activities (local school)

Student services and projects contributing to the community:
    public safety, civic beauty, community health, agricultural and industrial improvement, civic arts, local history, local surveys and inventories, protection of resources, etc.
Athletic events
Speech activities: dramatics, debate, discussion, oratory, speakers bureau, etc.
Music activities: bands, orchestras, glee clubs and group singing, soloists, operettas, music festivals, developing music appreciation, etc.
Publications: school newspaper, yearbook, magazines, student handbooks, printed programs, etc.
Participation in administration: student council, inter-school council, "Government for a Day," etc.
Home room, club, and other activities: social, assemblies, commencements, service projects, etc.

Miscellaneous (for special occasions)

Parades
Dedication exercises in new schools

(continued)

(Continuation, Table 12)

- Special athletic events
- Sponsored ads, especially by school construction companies and school-supply houses and merchants
- Convocations, assemblies
- Musical programs in the schools
- Open houses
- Special PTA meetings
- Special meetings of fraternal organizations, clubs, etc.
- Education sermons and announcements in church bulletins
- Movie trailers shown in theaters
- Demonstration lessons
- Proclamations by mayor
- School caravans for officials and community leaders
- Street banners and billboard displays

ANNOTATED BIBLIOGRAPHY

Mr. Saul Lavisky, who contributed this annotated bibliography, explains how he selected these 37 references from his file of more than 700 entries:

> "It is my contention that books on public relations--particularly those on school public relations--tend to fall into two general categories: (1) philosophical/theoretical books which attempt to define the role of the school in a democratic society, and derive the public relations responsibility from this definition; and (2) practical/how-to-do-it books which assume two-way communication as the foundation of public relations and tell the reader 'how to succeed in public relations while hardly trying.'
>
> "I believe that both kinds of books are important, and that the little exercise of trying to name the best book on school public relations is largely meaningless. How then does one go about choosing what to read on the subject?
>
> "The following bibliography includes books in my personal library. They are books that I have found useful enough to buy as I pursued a career in commercial and educational public relations. And I have worked, in the latter field, for a city school system, a state adult-education center, a national education association, and a university research organization under contract to the Army. These are books I recommend."

Aspley, John C., and VanHouten, L. F. The Dartnell Public Relations Handbook. 2d ed. Chicago: Dartnell Corp., 1958. 1005p.

Tells the non-PR specialist, in considerable detail, how to go about creating an "image" of his corporation in the public mind. Chapter 36 covers "Relations with Schools and Colleges." Aimed at the medium-sized company which does not have a public relations department.

Stephenson, Howard (ed.). Handbook of Public Relations. New York: McGraw-Hill, 1960. 855p.

The former Dean of the School of Public Relations at Boston University, with the assistance of 28 experts in the field, has produced a handbook of outstanding merit. It describes public relations, tells why it is a professional practice, and explains how it works. Chapter 26 is devoted to "Public School Systems" and was written by a pair of school superintendents who now manage the education department of one of the nation's largest advertising agencies.

Lesly, Philip (ed.). Public Relations Handbook. 2d ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962. 901p.

Assembles the thinking and some of the techniques of outstanding commercial public relations practitioners. Defines standards and practices of public relations and gives guidance to those who have public relations responsibilities in many types of organizations. Chapter 23 describes "Public Relations for Educational Institutions." Excellent bibliography. Also contains a course outline in the principles of public relations used by a top-flight instructor in the field.

Griswold, Glenn, and Griswold, Denny. Your Public Relations: The Standard Public Relations Handbook. New York: Funk & Wagnalls Co., 1948. 634p.

The editors of Public Relations News put together a handbook containing 33 chapters written by nationally recognized authorities on the subjects discussed. Useful to anyone concerned with public relations from the novice to the most experienced practitioner. Although many articles were written nearly 20 years ago, this is still a "standard handbook" in every sense of the word.

Cutlip, Scott M. (comp.). A Public Relations Bibliography. 2d ed. Madison, Wisconsin: University of Wisconsin Press, 1965. 305p.

Prepared with the support of the Public Relations Society of America, this bibliography contains more than 5,900 entries. The compiler admits, however, that many of the books and articles referenced are "thin" insofar as substance is concerned. This is the only work of its kind and, together with the first edition, are books which every practitioner or student of public relations will find invaluable. Contains two sections on education--one on public schools and one on higher education.

Cutlip, Scott M., and Center, Allen H. Effective Public Relations. 3d ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964. 512p.

A widely-accepted textbook in the field. Focuses on the practitioner as a specialist in communications, an analyst of public opinion, and a counselor to administrators. Chapter 23 deals with "Public Schools," and Chapter 24 with "Higher Education." One of the best.

Canfield, Bertrand R. Public Relations: Principles, Cases, and Problems. 3d ed. Homewood, Illinois: Richard D. Irwin, Inc., 1960. 617p.

A basic textbook for undergraduate and graduate courses in public relations. Covers the basic fundamentals extremely well and also describes practices which have proven successful in solving public relations problems. The "case history" treatment is particularly interesting. Useful bibliography. Chapter 10 treats "Educational Relations."

Harlow, Rex F. Social Science in Public Relations. New York: Harper & Brothers, 1957. 203p.

Surveys and analyzes and social science literature bearing on the practice of public relations. Shows the way the public relations man can go if he wants to acquire a better knowledge of social science research and how it applies to his work. Provides implications of scientific knowledge of man's behavior to the PR practitioner.

Berlo, David K. The Process of Communication: An Introduction to Theory and Practice. New York: Holt, Rinehart, and Winston, 1960.

A book about how people communicate with each other. If public relations is basically a process of communication, this book is a "first reader" in the field for novice and experienced personnel alike. Presents an interdisciplinary approach to the subject. Contains many references for further reading.

Minnick, Wayne C. The Art of Persuasion. Boston: Houghton Mifflin Co., 1957. 295p.

The main emphasis of this book is on public speaking situations, but the principles apply to the written media as well. Based on scientific findings in such areas as credibility, attention, perception, values, basic needs. Has a particularly interesting chapter on the ethics of persuasion.

Albig, William. Modern Public Opinion. New York: McGraw-Hill, 1956. 518p.

Attempts to synthesize the scientific knowledge of communications and public opinion, although the author, who here updates his earlier work (Public Opinion, 1939), disclaims any possibility of developing a "grand theory" of public opinion. This is the standard basic text in the field.

Steinberg, Charles S. *The Mass Communicators*. New York: Harper & Brothers, 1958. 470p.

Defines the relationship between public relations and public opinion as conveyed by the content of the mass media of communications. Also explores the semantic principles of communication and public relations content. The author is Director of Press Information at CBS Radio and Lecturer in Communication Arts at New York University.

Schettler, Clarence. *Public Opinion in American Society*. New York: Harper & Brothers, 1960. 534p.

Presents an interdisciplinary approach to a discussion of public opinion in this country. Heavily footnoted since it draws on materials from economics, education, history, journalism, political science, psychology, and sociology. An excellent book.

Klapper, Joseph T. *The Effects of Mass Communication*. Glencoe, Illinois: The Free Press, 1960. 302p.

A most thorough, but highly readable, book which collates and integrates scientific findings on the social and psychological effects of mass communication. Based on work which began as a doctoral study, this book is one of the series "Foundations of Communications Research." Extremely useful book for the public relations practitioner.

American Association of School Administrators. *Public Relations for America's Schools*. Twenty-eighth Yearbook. Washington, D. C.: National Education Association, 1950. 497p.

Not a handbook, this work deals primarily with purposes, principles, relationships, and values. An excellent "foundations" volume, this book reflects the enlightened position taken with regard to public relations by the national organization of principals and superintendents. Devotes only one chapter to techniques and media, concentrating instead on the relationships implicit in good public relations.

Moehlman, Arthur B. and vanZwoll, James A. *School Public Relations*. New York: Appleton-Century-Crofts, 1957. 556p.

Based on an early (1938) work by Moehlman, this version is a popular textbook in courses on public relations now being required of administration majors in graduate education programs. Presents a highly idealized picture of the role of the school in a democratic society, and an equally idealized picture of school public relations. Stresses the full participation of citizens in determining educational policies and programs as the essential foundation for effective public relations.

McCloskey, Gordon. Education and Public Understanding. New York: Harper & Brothers, 1959. 572p.

Based on evidence that free people award interest and funds to matters they understand and value, this book points out how and why school personnel should make available to the public those facts and ideas which will describe the conditions, goals, and needs of the schools. Describes the communication process and tells how school personnel can communicate most effectively with their publics. An excellent work.

Grinnell, J. E. and Young, R. J. The School and the Community. New York: The Ronald Press, 1955. 444p.

Summarizes various aspects of school-community relations in such a fashion that it can be (and is) used as a textbook and a handy guide. Takes an extremely broad view of educational public relations and stresses school-community partnership. Excellent material on how to operate a public information program. One of the best books in the field.

Yeager, William A. School-Community Relations. New York: Dryden Press, 1951. 464p.

Although a considerable amount of material included appeared originally in the author's earlier book (Home-School-Community Relations, 1939), this work is as vital today as it was when it first appeared. Only the usefulness of its extensive bibliography has been injured by the passage of time. An excellent introduction to the field.

Kindred, Leslie W. School Public Relations. Englewood Cliffs, New Jersey: Prentice-Hall, 1957. 454p.

While recognizing the importance of school-community relationships in any public relations program, this book emphasizes the school's responsibility for interpreting itself to the public. Heavy on public information. An excellent reference source for the system looking for public relations ideas. Splendid bibliography.

Kindred, Leslie W. How to Tell the School Story. Englewood Cliffs, New Jersey: Prentice-Hall, 1960. 500p.

Trusting that those interested in the philosphy/theory of educational public relations will have read his first book, Professor Kindred devotes this volume to methods and techniques for telling the school story to various types of audiences. It is a compilation of successful practices for interpreting public education and promoting the cooperation of people in school affairs.

Campbell, Roald F., and Ramseyer, John A. *The Dynamics of School-Community Relationships*. Boston: Allyn and Bacon, Inc., 1955. 205p.

Another work which stresses the importance of citizen participation in the maintenance of the public schools. The authors believe the citizens should determine the goals of education and the educators should determine the methods for achieving these goals. Nothing new or startling here, but a well-written and easily understood work.

Hymes, James L., Jr. *Effective Home-School Relations*. New York: Prentice-Hall, 1953. 264p.

The ideas expressed in this book were not new even back in 1953 when it was published. It is useful, however, for giving some substantial ideas as how to achieve the kind of home-school relationship so many writers in the field are talking about. The book's bibliography contains materials seldom mentioned in other school public relations works.

Jones, James J., and Stout, Irving W. *School Public Relations: Issues and Cases*. New York: G. P. Putnam's Sons, 1960. 195p.

This book gets down to specifics in a hurry. It is particularly valuable in that it illustrates its points with true case histories--how *real* schools have handled *real* problems. Takes the position that public relations is tied to every aspect of schoolwork. Recommends selected readings for additional information on the issues discussed.

Bortner, Doyle M. *Public Relations for Teachers*. New York: Simmons-Boardman, 1959. 166p.

A thin book, both in the number of pages and in substance. But it does focus attention on the teacher as the key to a school system's educational public relations program. Also includes one chapter on the PR role of the principal. Useful as a how-to-do-it guide, but could have accomplished its purpose in half the number of pages and platitudes.

Fine, Benjamin. *Education Publicity*. Revised edition. New York: Harper & Brothers, 1951. 561p.

One of the original "cook-book" approaches to educational public relations by the then education editor of the *New York Times*. Though he gives radio and television short shrift, Dr. Fine hits most other important aspects of establishing a PR office, planning a campaign, building good press relations, and even how to write a publicity release. Still useful as a handy reference for newcomers to the field.

Miller, Neal E. Graphic Communication and the Crisis in Education. Vol. 5, No. 3 of the Audio-Visual Communication Review. Washington, D. C.: Department of Audiovisual Instruction, National Education Association, 1957.

Although not written as a book in educational public relations, this is a particularly valuable work for the serious communicator. It is based on hard science and, though it focuses on improving graphic communication for instructional purposes, what it has to say is equally applicable to public relations graphics.

Langdon, Grace, and Stout, Irving W. Helping Parents Understand Their Child's School: A Handbook for Teachers. Englewood Cliffs, New Jersey: Prentice-Hall, 1957. 508p.

Based on two year's research into what parents say they want to know about their children's schools, this book tells the teacher what to tell the parents and how to tell them. An extremely practical and extremely useful book. Although aimed at the classroom teacher, this work is somewhat more "substantial" than the average classroom teacher is likely to prefer. If not for cover-to-cover reading, it is still a handy reference tool for a teacher faced with a specific problem of communication with a parent.

Dreiman, David B. How to Get Better Schools: A Tested Program. New York: Harper & Brothers, 1956. 267p.

The National Citizens Commission for the Public Schools was an organization dedicated to inspiring citizens to work for better schools. This book tells the Commission's story. The third section of this book, devoted to the Commission's findings, is the most valuable to the PR practitioner. It talks about the mechanics of citizen participation, the tools to use, and appropriate areas for citizen action. Excellent reference tool for school systems determined to enlist their citizenry in school improvement activities.

National Society for the Study of Education. Citizen Cooperation for Better Public Schools. Fifty-third Yearbook, Part I. Chicago: University of Chicago Press, 1954. 304p.

This book illustrates and interprets the process and outcomes of cooperative endeavor to improve the schools on the part of citizens and educators. Delves into backgrounds and issues and into specifics as well.

American College Public Relations Association. Selected Bibliography on College Public Relations and Development. Washington, D. C.: the Association, 1961. 68p.

Includes references on the nature and background of higher education as well as books on public relations and financial programs for colleges and universities.

Department of Elementary School Principals. *Parents and the Schools*. Thirty-sixth Yearbook. Washington, D. C.: National Education Association, September 1957. 310p.

This special issue of *The National Elementary School Principal* is jam-packed full of articles describing parent-participation activities in the school. Many of them emphasize "theory" or "principle," but all discuss actual practices.

National Association of Secondary School Principals. *Public Relations for the American High School*. Special issue of The Bulletin, official organ of the Association, September 1960. Washington, D. C.: National Education Association. 220p.

A special issue of the monthly magazine of the NASSP. Some 29 articles by public relations practitioners and school principals. Some good, some poor.

Educational Policies Commission. *Mass Communication and Education*. Washington, D. C.: National Education Association, 1958. 129p.

An excellent paperbound book which stresses the growth of mass communication, mass communication and changing social characteristics, how communications works, the new student, the changing role of the teacher, and the implications for school administrators of mass communication media. A short but well-chosen bibliography.

Fine, Benjamin, and Anderson, Vivienne. *The School Administrator and the Press*. New London, Connecticut: Arthur C. Croft Publications, 1956. 112p.

A well-organized and well-written guide for the non-PR specialist. Gives "cook-book" type instructions on conducting a public information program emphasizing the printed media.

Fine, Benjamin, and Anderson, Vivienne. *The School Administrator and His Publications*. New London, Connecticut: Arthur C. Croft Publications, 1957. 128p.

Describes various kinds of printed materials typically employed in school systems and how a school superintendent or principal can make certain that each printed publication is a worthy representative of his institution.

SURVEY OF ATTITUDES AND INFORMATION ABOUT THE PUBLIC SCHOOLS

Montgomery County Citizens

Prepared by: David L. Kaplan, John S. Aird, Leon Pritzker, and
Joseph Waksberg

SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, JULY 1966

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Section A-I

INTRODUCTION

Overview

The purpose of this survey was to study the flow of school information from the school system to the citizens--and from the citizens to the schools. Approximately 600 households were selected as a random sample to receive two questionnaires. The first questionnaire concerned opinions about the schools, information sources, and demographic data; the second questionnaire concerned the level and accuracy of factual information held by citizens.

Research Personnel

David L. Kaplan, John S. Aird, Leon Pritzker, and Joseph Waksberg--the Montgomery county citizens who designed this study--are statisticians on the staff of the U. S. Bureau of the Census; their work on this project is in no way related to their official positions. Mrs. Marilyn Allen separately developed an instrument for assessing parent channels of information that was partially incorporated as Part III of the first questionnaire. Members of the Suburban Area Study Group, following specified instructions, collected the data. The Research Department of the Montgomery County Public Schools performed the card punching and tabulation of the data.

Section A-II

STUDY PROCEDURE

To help ascertain the general level, accuracy and sources of information about the public school system held by citizens of the county, a sample survey of households was developed. The size and scope of the survey were kept quite moderate because of the experimental nature of the project and the limited resources available to plan and do the work. The goal was to obtain data on some of the basic facts and relationships with sufficient precision to meet the primary objectives of the study. Thus, a sample size of approximately 600 households was established and a set of reasonably simple questions prepared.

Sampling Plan

After considering a number of potential sources of household listings, the decision was made to use the local telephone book. Based on the 1960 Census figures, better than 95 per cent of all households in the county appeared likely to be listed in the telephone book. Although the listed households do not perfectly reflect the entire universe of households in the county (i.e., the "not listed" households undoubtedly differ in some significant ways), the amount of bias introduced using telephone listings was not considered especially great, and--equally important--less than the bias likely to be experienced with any other source whose utilization was feasible within the available resources.

The local telephone book was published in 1965 and covers all of Montgomery County, plus adjacent Prince George's County and certain District of Columbia listings. Some spot-check tallies showed that about three-fifths of all listings are non-residential or outside Montgomery County. Therefore, around 1500 listings would have to be examined in order to obtain approximately 600 Montgomery County residential listings. A selection process was designed which consisted of examining 20 consecutive listings on every ninth page (76 pages out of the total of 687). This sampling plan was detailed by page number and exact starting line, so that the persons doing the actual selection knew precisely where to begin counting the 20 listings to be examined. These people copied onto individual index cards (later used as the control records) only those of the 20 which were residential addresses in Montgomery County. (Some concentrations of apparently related families were picked up, especially in the rural areas; in retrospect, this possible contribution to increased variance might have been reduced by using more sample pages and smaller clusters on each page.)

Collection Method

Early in the survey planning it became obvious that a mail approach would have to be used. This alone was not necessarily bad, since this method gives the respondents a chance to answer the questions privately without an interviewer. By design, the questions were all self-explanatory. A personal cnavas might have yielded a higher response rate.

After the initial mailing, a second mailing (containing a duplicate questionnaire) and a telephone reminder call were made, as necessary, to each non-response case. These subsequent steps were performed at intervals of two to three weeks. (For the second questionnaire, no telephone follow-up was performed.) Most of the mail was addressed to men, since the telephone listings are normally in their name; during the telephone follow-up, a number of wives offered to fill out the questionnaire if it were addressed to them, saying that their husbands did not have the time or desire to complete the forms personally.

Questionnaires

Five broad topics were identified for exploration:

1. Factual knowledge about the public school system
2. Attitudes toward the public school system
3. Sources of information
4. Parent relationship with the school system
5. Socio-economic characteristics of the respondent

Initially, a five-section questionnaire was drafted. Further consideration prompted the concern that a potential respondent who could not readily answer the factual questions would be tempted to avoid answering the other questions. To eliminate this danger, the factual questions were put on a separate form sent several weeks later to those households responding to the first questionnaire.

Response Rates

The original sample contained 588 cases. Of these, 48 were eliminated because a mail return or telephone call revealed that these households were not now living in Montgomery County (some were Prince George's County addresses). Thus, the basic sample consisted of 540 cases. Responses to the first questionnaire were obtained from 318 households, for a return rate of 59 per cent. About a quarter of the nonresponses were by people who said they did not know enough or care enough to answer the questionnaire because they were newcomers to the county, had no children, or were elderly. Of the 318 returns, approximately 43 per cent were received from the initial mailing, 40 per cent from the follow-up mailing, and 17 per cent from the telephone reminder. The second questionnaire, which was sent only to the 318 households, elicited a total of 224 responses (70 per cent). Approximately nine-tenths of these responses came from the initial mailing. (One noteworthy aspect of all the responses is that very few items were omitted on the returned questionnaires; cooperating householders were willing to do a good and careful job.)

Tabulation Program

The original survey design envisioned a reasonably simple tabulation program. In view of the response rates, the tabulations were limited to a straightforward distribution for each question, plus cross-tabulations by the "attitude" and "knowledge" rankings described below. Some further cross-tabulations might usefully be made, especially by the demographic characteristics in Part IV.

Attitude and Knowledge Rankings

For analytical purposes, it appeared worthwhile to rank the respondents by summary scores on (1) their general attitude toward the Montgomery County public school system and (2) their overall knowledge about the system. The questionnaire items and procedure used to derive the scores and the "low," "middle," and "high" rankings are described in the Appendix.

In the "attitude" scoring, 37 of the 318 respondents had a score of zero, which means that they did not express an opinion on any of the five specified questions. (All but one of these 37 respondents have no children in the public schools.) The remaining 281 respondents were classified into three approximately equal groups. For the "knowledge" scoring, the 224 respondents to the second questionnaire were also classified into three approximately equal groups.

Section A-III

SURVEY RESULTS

Presented below are summary highlights of the tabulations and a table showing the results in percentage form. The text and table should be interpreted with caution. They are both based on a fairly small sample whose representativeness is questionable because the overall response rates are below desirable levels. (At the response levels attained, the application of sampling errors is of limited usefulness.)

The following are base numbers for the several percentage distributions: Total for Parts I, II and IV is 318 cases, for Part III 166 cases, and for the second questionnaire 224 cases; each of the three attitude groups in Parts I, II, and IV averages 94 cases, in Part III 55 cases, and in the second questionnaire 67 cases; and each of the three knowledge groups in Parts I, II, and IV averages 75 cases, in Part III 37 cases, and in the second questionnaire 75 cases. (Part III, it should be noted, refers only to respondents with children in the public schools.)

Nonresponse rates for individual questions are not shown in the table because the rates were generally not significant. For 43 of the 46 questions, the rate was 4 per cent or less, and averaged 1 1/2 per cent. For questions 3 and 8 of Part II and question 8 of Part IV the rate was 5 and six per cent, which is also an acceptable level.

First Questionnaire: Attitude and Demographic Data

Part I. Attitude

1. The majority (61 per cent) of respondents rate the overall quality of the Montgomery County public school system as good. One-quarter rate it as excellent and one-eighth as fair or poor. Only a single respondent said very poor. Respondents in the high-knowledge group gave an above-average proportion of excellent ratings.

2. Attitudes about the quality of courses of study offered in the public schools follow essentially the same pattern as attitudes about overall quality.

3. Three-quarters of the respondents feel that the children have a reasonable amount of schoolwork to do. Almost a quarter feel that the children don't have to work hard enough. This attitude was particularly great (42 per cent) in the low-attitude group. Only a handful of respondents in any group feel that the children have to work too hard.

4. Almost half of the respondents think that the teachers are not strict enough. Another tenth also think that the teachers are not strict but believe they don't have to be. The remaining two-fifths think the teachers are strict but they have to be. Virtually no one thinks the teachers are too strict. The feeling that teachers are not strict enough is particularly prevalent (69 per cent) among the low attitude group.

5. Three-quarters of the respondents rate the majority of Montgomery County teachers as very good or excellent.

6. When asked abut the proportion of teachers they would rate as fair or poor, 65 per cent of the respondents said one-quarter or less.

7. When asked their opinion on how the quality of instruction in the Montgomery County schools compares with that in other Washington area school systems, three out of every ten respondents said the Montgomery County system is the best in the area, five said it was better than average, and two said it was about average. Only one respondent said the Montgomery County system is below average.

8. One-third of the respondents believe that the present average size of class is too large for good teaching and individual attention. This belief is greatest among the low-attitude group (45 per cent) and least among the high-knowledge group (20 per cent). The remaining two-thirds of the respondents believe that elementary class size is about right or just a little too large. Only a very few said that class size is smaller than necessary and therefore an unnecessary expense.

9. A large majority (68 per cent) of the respondents feel that about the right amount of time is given to nonacademic subjects in the high schools. One-tenth believe that not enough time is spent on these subjects. The remainder feel that too much time is spent on these subjects (14 per cent) or that some should be dropped (8 per cent). These negative feelings occur in the low-attitude group almost twice as often as in the total population.

10. Half of the respondents say that Montgomery County teacher salary levels should be equal to the highest in the area. Another one-fifth believe they should be higher than any other in the area. Of the remaining respondents, 18 per cent say they should be close to the area average and 14 per cent that Montgomery County levels should be set without regard to what other school systems are paying. Among the low-attitude group, half feel that the County salary levels should be higher or equal to the highest in the area.

11. On the matter of cost in relation to quality of education, the respondents split evenly. One-half believes that costs are higher than necessary, the other half that costs are about right (or, in a few cases, rather low). The feeling that costs are too high was greatest in the low-attitude and low-knowledge groups (about seven out of every ten), least in the high-attitude group (about three out of ten), and average in the high-knowledge group.

12. Out of every ten respondents, four believe that the quality of Montgomery County public education is far better than the education they received as children. Another three respondents say it is somewhat better. Comparatively few feel it is not quite as good (12 per cent) or much poorer (5 per cent).

13. Not a single respondent felt that too much time is spent on reading, writing, and mathematics in the County elementary schools. One-half of the respondents said that about the right amount, and the other half that not enough time, is devoted to these subjects now. This issue is directly related to overall attitude score--the low-attitude group felt seven to three that not enough time is spent now and the high-attitude group felt in almost the same ratio that about the right amount of time is spent now.

Part II. Information Sources

1. Half of the respondents report themselves in the noncommittal category of having "some interest" in the public schools. The other half are evenly divided, one-quarter having "very much interest" and one-quarter "little or no interest." The level of interest is greatest among those with either a high or low attitude toward the schools, and among those in the high-knowledge group.

2. Two-thirds of the respondents want to know more about the county schools. The strongest need is expressed by those in the low-attitude group, with one-quarter saying they are "receiving far too little information.

3. Public media and school children are the major sources of information about the school system. PTA's and neighbors are listed about half as often as the first two.

4. Close to half the respondents believe that none of the radio and TV stations provide enough information. This feeling is consistent among the various attitude and knowledge groups.

5. Six-tenths of the respondents read the Post enough to make a judgment--and they split equally between those who think this newspaper prints enough information about the County public schools and those who think it does not.

6. Half of the people offer a judgment on the Star and they split equally on whether this newspaper prints enough information.

7. Readers of the local newspapers say, in the ratio of two to one, that at least some of these newspapers provide enough information.

8. By far the most commonly suggested technique for supplying additional information about the school system is a leaflet mailed to all families. One-third or more of the respondents in virtually all the groups voted for this device. Next most popular are more stories in the Post and Star (17 per cent) and a leaflet given to school children to bring home (13 per cent).

Part III. Parents' Relationship with the School System

1. Out of every five people with children in Montgomery County schools, one believes that many parents are afraid to complain to the teacher, two that some parents are afraid to complain, and the remaining two that few, if any, parents are afraid to complain to the teacher. The high-attitude group is the only one with more than half believing that few parents are afraid to complain.

2. The respondents' view on parents' fear of complaining to the principal is about the same as on complaining to the teacher.

3. The preponderant opinion of all groups is that parent-teacher conferences are helpful, with one-third of the people reporting they are very helpful. Thirty per cent of the low-attitude group, but only 10 per cent of the high-attitude group, had negative attitudes toward parent-teacher conferences.

4. Especially since painful subjects must sometimes be explored when a parent goes to school to discuss his child's problems or schoolwork, it is noteworthy that only a handful of respondents report any reservations about how they are treated. Even among the low-attitude group, two-thirds report they were always well treated.

5. One-fifth of the respondents report dissatisfaction with the way the schools handle their children's school problems. This proportion rises to one-third in the low-attitude and low-knowledge groups, and falls to one-seventh in the high-attitude group.

6. About one-fifth of the respondents reported that they had communicated general concerns to the school system. This behavior is directly related to the degree of knowledge of the respondents, with the proportion increasing from 7 per cent for the low-knowledge group to 40 per cent for the high-knowledge group.

7. Considering the small number of citizens who attend School Board meetings, the statement by one-fifth of the respondents that they (or their wife) attended such a meeting within the past few years probably includes a number of cases of misreporting because of confusion or other reasons. It is of interest that one-third of the high-knowledge group reports attending compared to a tenth of the low-knowledge group.

Part IV. Demographic Factors

1. In terms of family relationship, 72 per cent of the respondents reported themselves as the head, 21 per cent as wife of the head, and the rest as other. There are no substantial differences among the attitude groups according to this characteristic, but the high-knowledge group contains an above-average proportion of household heads.

2. The median ages of the various attitude and knowledge groups did not differ substantially from the median of 43 years for all respondents.

3. About half of all respondents reported having children in public schools now. These respondents are, of course, more likely than others to have strong feelings about the school system; they make up 66 per cent of the low-attitude group and 61 per cent of the high-attitude group.

4. Homeowners and renters are about equally represented in the low-knowledge group. In the high-knowledge group, however, the owners outnumber the renters by eight to one. Overall, three-quarters of the respondents are owners.

5. There appears to be an inverse relationship between attitude and length of residence in the county. The median years of residence ranged from 12 years for the low attitude group down to 9 years for the high-attitude group. For total respondents, the median is 10 years.

6. The three attitude groups do not vary substantially in educational attainment. Among the knowledge categories, however, significant differences exist; 65 per cent of the high group completed 4 or more years of college, compared to 29 per cent of the low group.

7. Forty-five per cent of the respondents work in private industry, 37 per cent in government, and 19 per cnet are not currently employed. This pattern does not change strikingly among the three attitude groups. In the knowledge groups, however, a greater proportion of private industry workers is in the low group and a greater proportion of government workers in the high group.

8. The median 1965 family income reported by all respondents is $12,400. The only group which differed very substantially from this level is the low-knowledge group, with a median of $9,000.

Second Questionnaire: Factual Knowledge

1. Three-fifths of the respondents knew that the School Board is mainly responsible for setting overall policy for the school system. Of the remainder. 25 per cent named one of the three incorrect choices and 14 per cent had no idea who was responsible.

2. The fact that total enrollment in the Montgomery County public schools is around 100,000 was known by only three-tenths of the respondents. Another three-tenths had no idea of the enrollment and the remaining four-tenths checked an incorrect figure.

3. The pattern of knowledge about the annual cost of the public school system is approximately the same as about enrollment: three-tenths of the respondents right, four-tenths wrong, and three-tenths having no idea.

4 Of the ten factual questions asked in this questionnaire, the one on which the respondents scored highest concerned the major source of money to run the school system--four out of five respondents checked the right answer (county real estate taxes).

5. Three-tenths of the respondents knew that the total number of teachers is between 4,000 and 6,000. Four-tenths checked an incorrect choice and three-tenths had no idea. This pattern is the same as the one for enrollment and cost (items 2 and 3, above).

6. The fact that the average yearly salary for a beginning elementary school teacher is between $5,000 and $6,000 was known by three-fifths of the respondents. Eleven per cent thought it is lower, 14 per cent that it is higher, and 13 per cent had no idea.

7. Two-fifths of the respondents knew that Montgomery County salary levels for beginning school teachers are higher than in most Washington area school systems. Most of the remainder was about equally divided between respondents who thought it is the highest in the area and those who thought it is about average.

8. Half of the respondents knew that the school superintendent is chosen by the School Board. About one-quarter incorrectly named the County Council and one-fifth had no idea.

9. One-third of the respondents had no idea of the length of the term of office for a School Board member, one-third had the wrong idea, and one-third knew that it is four years.

10. In response to the question on the percentage of Montgomery County school children who go to school by bus, one out of every five respondents had no idea, two checked an incorrect figure, and the remaining two checked the correct category of "between 25 and 50 per cent."

Summary comment on factual knowledge: In drawing any conclusions about the general level of knowledge from the above-mentioned data, several considerations may be relevant. The questions were in the form of multiple-choice inquiries, and the respondent was further helped by a design which never placed the right answer as one of the extreme categories. That the respondents were able to provide correct answers by guesswork in a significant proportion of the cases is also suggested by the comparatively high score attained for question 10 (use of school buses); this item called for knowledge which the public generally would have little reason or opportunity to ascertain. Particularly in view of these circumstances, it is interesting to note that just one-third of the respondents were able to answer six or more of the ten questions correctly.

Relationship Between Attitude and Knowledge Levels

The small table immediately below shows the relationship between the three levels of attitude and the three levels of knowledge. The data have been arranged so that an average figure for any internal cell would be 33 (or 34). As can be seen, no consistent or marked overall relationship is discernible. Two tendencies can be observed: (1) the middle-attitude group contains an above-average proportion of low-knowledge respondents, and (2) the high-attitude group attracts increasing proportions of respondents in moving up the knowledge scale. In general, however, one characteristic does not appear to exercise a strong influence on the other.

Knowledge	Total	Attitude		
		Low	Middle	High
Total	100	100	100	100
Low	100	30	41	29
Middle	100	36	30	33
High	100	33	29	38

Note: The original data is card punched and is in the Data Processing Office of the Montgomery County Schools. At the discretion of the staff, other interpretations and cross-referencing are possible.

PER CENT DISTRIBUTIONS FOR TOTAL RESPONDENTS, AND WITHIN THE
THREE ATTITUDE LEVELS AND THREE KNOWLEDGE LEVELS

Question	All respond-ents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
Part I							
1. Generally speaking, how would you rate the overall quality of the Montgomery County public school system?	100	100	100	100	100	100	100
Excellent	27	-	12	65	25	26	32
Good	61	64	86	35	67	63	58
Fair	10	29	2	-	7	9	7
Poor	2	6	-	-	-	1	3
Very poor	-	1	-	-	-	-	-
2. Generally speaking, how would you rate the courses of study offered by the Montgomery County public schools?	100	100	100	100	100	100	100
Excellent	29	-	17	62	21	22	34
Good	62	73	79	38	65	73	57
Fair	8	23	4	-	15	5	6
Poor	-	1	-	-	-	-	1
Very poor	1	3	-	-	-	-	1
3. In general, do you feel that, in Montgomery County schools:	100	100	100	100	100	100	100
The children have to work too hard?	4	5	2	5	-	3	3
The children have a reasonable amount of work?	73	53	76	88	82	81	78
The children don't have to work hard enough?	22	42	22	7	18	16	19
4. What do you think about discipline in Montgomery County schools?	100	100	100	100	100	100	100
Teachers are too strict	-	2	-	-	-	2	-
Teachers are strict, but they have to be	39	13	46	54	44	42	38
Teachers are not strict and they don't have to be	14	16	12	15	5	24	13
Teachers are not strict enough	46	69	42	32	51	32	48
5. In your experience, how many Montgomery County teachers would you rate as very good or excellent?	100	100	100	100	100	100	100
Three-quarters or more	37	8	24	66	29	33	37
About half	39	27	64	32	46	50	37
About one-quarter	18	46	13	2	18	15	19
Few or none	6	19	-	-	7	2	7

Continued

Question	All respond-ents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
6. In your experience, how many Montgomery County teachers would you rate as fair or poor?	100	100	100	100	100	100	100
Three-quarters or more	7	18	6	1	-	6	9
About half	27	37	31	17	31	24	19
About one-quarter	40	33	44	42	38	38	42
Few or none	25	12	19	40	31	32	30
7. In your opinion, how does the quality of instruction in the Montgomery County schools compare with that in other school systems in the Washington area?	100	100	100	100	100	100	100
It is the best in the area	29	6	17	55	30	36	34
It is better than most in the area	52	39	75	41	53	46	50
It is about average	18	52	8	3	16	18	15
It is below average	1	3	-	-	-	-	2
It is the lowest in the area	-	-	-	-	-	-	-
8. In your opinion, is the present average size of class in the elementary schools of our county:	100	100	100	100	100	100	100
Smaller than it needs to be and therefore an unnecessary expense	3	5	1	2	2	2	6
About right for the best balance between cost and quality of teaching	38	34	39	39	28	40	42
A little too large but not so large as to affect the amount of individual attention for pupils	26	16	38	25	26	30	32
Too large for good teaching and individual attention	33	45	21	34	44	28	20
9. How do you feel about the amount of time given to nonacademic subjects (driver training, home economics, shop, etc.) in our high schools?	100	100	100	100	100	100	100
Not enough time is spent on these subjects	10	6	14	7	12	8	10
About the right amount of time is spent on them	68	56	67	82	72	66	69
Too much time is spent on these subjects	14	24	13	7	7	23	11
Some of these subjects should be removed from the high school course	8	15	6	4	9	4	10

Continued

Question	All respondents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
10. In your opinion, how should salary levels for teachers in our county school system compare with those of other systems in the Washington area?	100	100	100	100	100	100	100
They should be higher than any other in the area.	19	15	17	25	20	18	20
They should be equal to the highest in the area	49	34	53	59	41	55	51
They should be close to the average for the area.	18	33	10	9	16	9	18
They should be kept below the average for the area.	-	-	-	-	-	-	-
They should be set without regard to what other school systems are paying.	14	18	20	7	23	17	11
11. How do you feel about the costs of running the Montgomery County schools in relation to the quality of education they provide?	100	100	100	100	100	100	100
Costs are too high in relation to quality	22	49	18	2	10	22	28
Quality is high but costs are higher than they should be.	30	18	44	27	63	20	26
Costs are about right considering the quality of education.	43	31	35	62	25	55	41
Costs are rather low considering the quality of education	5	1	3	9	3	4	6
12. How would you compare the quality of education in Montgomery County schools today with that of the schools you attended when you were a child?.	100	100	100	100	100	100	100
The education here today is far better.	41	3	40	75	49	34	31
The education here today is somewhat better	29	21	48	20	32	32	35
The education here is about the same.	13	26	8	5	11	17	15
The education here today is not quite as good	12	34	5	-	8	12	13
The education here today is much poorer	5	16	-	-	-	5	6
13. How do you feel about the amount of time spent on reading, writing, and mathematics in the Montgomery County elementary schools?	100	100	100	100	100	100	100
Not enough time is spent on these subjects	51	70	50	35	43	52	52
The amount of time now being spent on these subjects is about right	49	30	50	65	58	48	48
Too much time is spent on these subjects.	-	-	-	-	-	-	-

Continued

Question	All respond-ents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
Part II							
1. Generally speaking, how much interest do you take in the affairs of the public schools?	100	100	100	100	100	100	100
Very much interest	23	28	16	33	13	19	37
Some interest	53	52	66	54	46	64	52
Little interest	16	18	15	10	30	8	11
No interest at all	7	2	3	3	11	8	-
2. Considering the amount of interest you have, do you feel you have been getting enough information about what is going on in the county schools?	100	100	100	100	100	100	100
Am receiving far too little information	15	23	12	10	15	15	15
Could use some more information	53	48	64	51	53	61	50
Get enough information at present	31	29	23	38	31	24	35
Hear more about the schools now than I care to	1	-	1	1	2	-	-
3. Where do you get most of your information about what is happening in the public schools of Montgomery County?	100	100	100	100	100	100	100
From children in school?	26	31	22	34	17	30	26
From neighbors?	13	11	16	12	18	10	14
From teachers and the principals?	6	1	5	13	6	7	7
From the Parent-Teacher Association?	13	18	16	10	12	12	11
From newspapers, radio, and television?	33	32	32	26	32	34	29
From other sources?	9	7	9	5	15	6	13
4. Do you think the radio and TV stations generally provide enough information about the Montgomery County school system?	100	100	100	100	100	100	100
Yes, some or all provide enough information	19	18	19	25	10	26	24
No, none of them does	45	52	41	49	41	46	46
I don't listen enough to judge	36	31	39	26	49	28	30
5. Do you think the Washington Post generally prints enough information about the Montgomery County school system?	100	100	100	100	100	100	100
Yes	29	24	33	31	15	42	31
No	31	40	25	36	26	33	36
I don't read the Post enough to judge	40	36	42	32	58	25	32

Continued

Question	All respond-ents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
6. Do you think the Washington Star generally prints enough information about the Montgomery County school system?	100	100	100	100	100	100	100
Yes	25	21	28	26	19	21	30
No	27	30	24	30	24	22	38
I don't read the Star enough to judge	48	49	48	44	57	57	32
7. Do you think the newspapers published in Montgomery County--like the Gazette, Monitor, and Sentinel--generally print enough information about the school system?	100	100	100	100	100	100	100
Yes, at least some of those I read publish enough information	38	38	40	44	29	39	43
No, none of those I read publishes enough information	20	25	20	18	21	13	29
I don't read any county newspapers	43	37	40	38	51	48	28
8. What single way do you think would be best for the Montgomery County school system to get more information to the citizens?	100	100	100	100	100	100	100
More stories in the Post and Star	17	21	13	17	10	21	25
More stories in the Montgomery County newspapers	7	7	8	6	6	1	11
More broadcasts on the TV and radio stations	9	6	10	11	15	10	3
More speeches by school system members at all sorts of community meetings	3	4	3	3	4	1	5
A leaflet given to school children to bring home	13	10	15	18	4	14	17
A leaflet mailed to all families	34	35	38	33	38	45	20
Some other way	3	6	-	3	1	1	5
I don't know	10	5	10	3	21	4	4
Not necessary to distribute more information	5	7	2	5	-	1	9

Continued

Question	All respondents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
Part III (Respondents with children in public school)							
1. Do you think parents are generally afraid to complain to the teacher when they think their child is not being treated right by the teacher?	100	100	100	100	100	100	100
Many parents are afraid to complain	19	21	24	12	23	19	15
Some parents are afraid to complain	38	39	44	31	46	43	36
Few, if any, parents are afraid to complain	43	39	31	58	31	38	49
2. Do you think parents are generally afraid to complain to the principal when they think their child is not being treated right by the teacher?	100	100	100	100	100	100	100
Many parents are afraid to complain	20	27	20	14	22	22	15
Some parents are afraid to complain	40	40	54	28	37	44	49
Few, if any, parents are afraid to complain	40	33	26	59	41	34	36
3. Have you found parent-teacher conferences helpful in working out school problems for your children?	100	100	100	100	100	100	100
Very helpful	32	21	36	38	29	35	33
Helpful	40	42	32	43	29	42	43
Not very helpful	14	16	17	10	18	14	15
No help at all	5	14	2	-	7	2	5
Have never had a parent-teacher conference	9	7	13	8	18	7	5
4. How have you been treated when you went to school to discuss your children's problems or school work?	100	100	100	100	100	100	100
Always well treated	74	66	74	82	75	77	63
Often well treated	13	21	9	7	11	12	23
Sometimes well treated	2	4	-	3	-	5	3
Seldom well treated	2	4	2	-	-	-	3
Never well treated	1	-	2	-	-	-	-
Have never had such a discussion	9	5	13	8	14	7	10

Continued

Question	All respond-ents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
5. Are you satisfied with the ways your children's school problems are handled by the schools?	100	100	100	100	100	100	100
Very satisfied	18	5	23	25	7	23	18
Satisfied	52	51	51	54	54	47	53
Dissatisfied	16	19	17	12	25	16	13
Very dissatisfied	5	12	-	2	7	-	8
No school problems	9	12	9	7	7	14	10
6. Within the past few years, have you (or your wife) spoken to any member of the county school system about a school problem of general concern (that is, a problem not directly connected with your own child)?	100	100	100	100	100	100	100
Yes	23	30	15	23	7	21	40
No	77	70	85	77	93	79	60
7. Within the past few years, have you (or your wife) attended a meeting of the Montgomery County School Board?	100	100	100	100	100	100	100
Yes	19	19	20	19	7	19	33
No	81	81	80	81	93	81	67

Continued

Question	All respondents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
Part IV							
1. What is your position in the family in which you live:	100	100	100	100	100	100	100
Head of the household.	72	69	72	74	60	68	84
Wife of the head of household.	21	24	25	20	32	26	9
Other.	6	7	3	6	8	6	7
2. Check your present age:	100	100	100	100	100	100	100
Under 20 years	1	1	-	1	3	-	-
20 to 24 years	4	3	5	4	9	3	1
25 to 34 years	18	14	22	19	18	26	12
35 to 44 years	35	44	34	35	24	36	36
45 to 54 years	23	20	26	24	20	25	31
55 to 64 years	13	13	9	13	12	7	14
65 years or over	7	5	4	5	14	4	5
Median years	43	42	42	43	43	41	45
3. Do you have any children in the Montgomery County public schools?	100	100	100	100	100	100	100
Yes, have children in public school now.	53	66	51	61	37	60	53
No, but have children in private elementary or high school now	5	4	4	4	7	3	4
No, children not yet school age.	10	6	12	11	11	14	6
No, children are past high school age now.	15	12	15	14	19	10	19
No, have no children	18	13	18	10	26	14	17
4. Do you own or rent your home?	100	100	100	100	100	100	100
Own my house	74	81	69	77	51	77	87
Rent this house.	10	9	11	6	18	8	4
Rent this apartment.	17	9	20	17	32	15	9
5. How long have you been living in Montgomery County?	100	100	100	100	100	100	100
Less than 2 years.	13	12	11	13	16	19	5
Between 2 and 4 years.	16	8	22	19	18	22	12
Between 5 and 9 years.	22	24	19	25	18	19	29
Between 10 and 14 years.	18	17	25	16	14	22	13
15 years or more	30	38	24	28	35	17	42
Median years	10	12	10	9	10	7	12

Continued

	Question	All respond-ents	Attitude			Knowledge		
			Low	Middle	High	Low	Middle	High
6.	How many years of regular school did you complete?	100	100	100	100	100	100	100
	8 years or less	5	5	5	4	11	3	1
	From 1 to 3 years of high school	6	6	7	4	10	1	4
	Completed high school	21	27	18	21	29	18	10
	From 1 to 3 years of college	19	15	20	18	21	19	19
	4 or more years of college	49	47	49	53	29	58	65
	Median years	15.8	15.4	15.9	16+	13	16+	16+
7.	Are you currently employed?	100	100	100	100	100	100	100
	Yes, self-employed	11	11	5	16	14	8	8
	Yes, work for a private business	34	33	43	26	40	18	36
	Yes, work for a government agency	37	42	34	37	21	46	47
	No	19	14	17	21	25	27	9
8.	What was your approximate family income during 1965?	100	100	100	100	100	100	100
	Under $5,000	4	1	8	3	10	-	1
	From $5,000 to $7,400	14	11	9	15	28	9	8
	From $7,500 to $9,900	16	23	17	8	16	13	18
	From $10,000 to $14,900	34	30	34	37	28	37	32
	From $15,000 to $19,900	20	23	21	21	9	31	24
	$20,000 and over	13	12	10	15	9	10	17
	Median dollars (thousands of dollars)	12.4	12.5	12.3	13.2	9	13.8	13.5

Continued

Question	All respondents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
Second Questionnaire							
1. The setting of overall policy for the county school system is mainly the job of:	100	100	100	100	100	100	100
The School Board	61	67	52	73	27	70	84
The county school superintendent	8	8	8	7	4	12	6
The County Council	7	7	10	7	5	11	5
The Montgomery County Education Association	10	5	20	4	21	7	4
Have no idea	14	13	10	7	42	-	-
2. The total enrollment in the public schools in Montgomery County is:	100	100	100	100	100	100	100
Around 50,000	6	5	4	10	8	7	3
Around 100,000	29	25	28	40	3	25	57
Around 150,000	26	36	25	21	22	29	26
Around 200,000	11	13	10	9	3	21	10
Have no idea	29	21	32	19	64	19	4
3. The total cost of operating the Montgomery County public schools for one year is now roughly:	100	100	100	100	100	100	100
Under $10 million	5	5	3	7	5	7	1
Between $10 and $50 million	28	27	21	40	25	35	24
Between $50 and $100 million	30	37	31	25	4	21	63
Over $100 million	5	7	9	-	3	7	7
Have no idea	33	25	36	27	63	31	5
4. Most of the money to run the county schools comes from:	100	100	100	100	100	100	100
Federal sources	1	2	-	3	4	-	-
State taxes	14	8	17	18	23	12	6
County real estate taxes	79	89	77	78	55	87	94
Have no idea	6	2	6	1	18	-	-

Continued

Question	All respondents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
5. The total number of teachers employed by the Montgomery County public schools is:	100	100	100	100	100	100	100
Between 1,000 and 2,000	6	5	4	12	10	8	1
Between 2,000 and 4,000	23	22	27	27	18	26	23
Between 4,000 and 6,000	29	35	27	27	3	19	62
Over 6,000	12	15	8	15	4	21	12
Have no idea	30	23	34	19	66	25	1
6. The average yearly salary for a beginning elementary school teacher in our county is:	100	100	100	100	100	100	100
Under $5,000	11	11	10	13	19	10	5
Between $5,000 and $6,000	62	64	63	67	25	74	87
Between $6,000 and $7,500	13	18	15	9	18	15	6
Over $7,500	1	-	1	-	3	-	-
Have no idea	13	7	10	10	36	1	1
7. In general, how do present salary levels for beginning teachers in the Montgomery County schools compare with those of other school systems in the Washington area?	100	100	100	100	100	100	100
Our county has the highest in the area	19	11	17	28	20	25	12
Ours are higher than most others in the area	44	44	44	48	24	41	65
Ours are about average for the area	22	30	21	18	16	30	19
Ours are lower than most others in the area	1	-	4	-	1	-	3
Ours are the lowest in the area	1	2	-	1	-	1	1
Have no idea	13	13	14	4	38	3	-
8. The Montgomery County superintendent of schools is chosen by:	100	100	100	100	100	100	100
The County Council	28	25	31	30	23	40	21
The School Board	47	49	42	57	15	49	75
The National Education Association	-	-	-	1	1	-	-
The citizens in an election	6	10	7	1	10	5	4
Have no idea	18	16	20	10	51	5	-

Continued

Question	All respond-ents	Attitude			Knowledge		
		Low	Middle	High	Low	Middle	High
9. The term of office of a member of the School Board is:	100	100	100	100	100	100	100
One year	1	2	-	2	1	1	-
Two years	30	26	34	33	21	48	22
Four years	34	41	35	35	11	26	64
Six years	3	2	1	6	-	4	4
Have no idea	32	30	30	24	67	21	9
10. About what percentage of Montgomery County school children go to school by bus?	100	100	100	100	100	100	100
Less than 25 per cent	8	7	4	13	4	11	8
Between 25 and 50 per cent	41	41	46	45	15	40	66
Between 50 and 75 per cent	27	30	31	19	30	32	19
Over 75 per cent	6	8	6	7	8	8	3
Have no idea	18	15	13	15	42	10	4

APPENDIX

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The Suburban Area Study Group

MONTGOMERY COUNTY

February 1966

Dear Fellow-Citizen:

The Suburban Area Study Group is a nonprofit, nonpolitical organization of Montgomery County residents, established in 1943. The group's purpose is to advance knowledge and understanding of public education in the county through objective study and research.

At present, the group is engaged in a study on school communications, that is, the flow of information from the school system to our citizens--and the flow of information from our citizens to the schools. More than 70 citizens in various professional and scientific fields have been actively engaged in this two-year project. People of many different views are cooperating and the school system is also assisting in many ways. We are asking you to help out by spending a few minutes to fill out this questionnaire.

The aim of the questionnaire is to find out generally what the people of our county think of the public schools and how the people obtain information about the school system. You are one of a sample of around 500 Montgomery County residents chosen to represent all of the people in the county. That is why it is especially important that your questionnaire be completed.

All your answers are entirely confidential. The final report will contain no personal identification, just numerical summaries. The code number on the form is for statistical control purposes only.

Not all of us have children in the public schools, but we all have an interest in how the schools are run. Our tax money supports the schools, and we and our children live in a county in which most young people have been educated in the public school system. The results of this study will be widely read by school officials and other interested people. This is a chance for you to make some of your opinions count.

Please fill out this questionnaire and mail it back in the enclosed envelope within the next five days. Thank you for your cooperation.

Sincerely yours,

Beverly Stackig

Beverly Stackig
President

Part I. The questions in this section all ask your opinion about different aspects of the county school system. Please do not leave any question blank. Check one answer in each question. Check "No opinion" only if you have no feelings on the subject asked about. Otherwise, check the answer which comes nearest to saying what you think.

1. Generally speaking, how would you rate the overall quality of the Montgomery County public school system? (Check one box.)

a ☐ Excellent.

b ☐ Good.

c ☐ Fair.

d ☐ Poor.

e ☐ Very poor.

f ☐ No opinion.

2. Generally speaking, how would you rate the courses of study offered by the Montgomery County public schools? (Check one box.)

a ☐ Excellent.

b ☐ Good.

c ☐ Fair.

d ☐ Poor.

e ☐ Very poor.

f ☐ No opinion.

3. In general, do you feel that, in Montgomery County schools: (Check one box.)

a ☐ The children have to work too hard?

b ☐ The children have a reasonable amount of work?

c ☐ The children don't have to work hard enough?

d ☐ No opinion.

4. What do you think about discipline in Montgomery County schools? (Check one box.)

   a ☐ Teachers are too strict.

   b ☐ Teachers are strict, but they have to be.

   c ☐ Teachers are not strict and they don't have to be.

   d ☐ Teachers are not strict enough.

   e ☐ No opinion.

5. In your experience, how many Montgomery County teachers would you rate as very good or excellent? (Check one box.)

   a ☐ Three-quarters or more.

   b ☐ About half.

   c ☐ About one-quarter.

   d ☐ Few or none.

   e ☐ No opinion.

6. In your experience, how many Montgomery County teachers would you rate as fair or poor? (Check one box.)

   a ☐ Three-quarters or more.

   b ☐ About half.

   c ☐ About one-quarter.

   d ☐ Few or none.

   e ☐ No opinion.

7. In your opinion, how does the quality of instruction in the Montgomery County schools compare with that in other school systems in the Washington area? (Check one box.)

   a ☐ It is the best in the area.

   b ☐ It is better than most in the area.

   c ☐ It is about average.

   d ☐ It is below average.

   e ☐ It is the lowest in the area.

   f ☐ No opinion.

8. In your opinion, is the present average size of class in the elementary schools of our county: (Check one box.)

   a ☐ Smaller than it needs to be and therefore an unnecessary expense.

   b ☐ About right for the best balance between cost and quality of teaching.

   c ☐ A little too large but not so large as to affect the amount of individual attention for pupils.

   d ☐ Too large for good teaching and individual attention.

   e ☐ No opinion.

9. How do you feel about the amount of time given to nonacademic subjects (driver training, home economics, shop, etc.) in our high schools? (Check one box.)

   a ☐ Not enough time is spent on these subjects.

   b ☐ About the right amount of time is spent on them.

   c ☐ Too much time is spent on these subjects.

   d ☐ Some of these subjects should be removed from the high school course.

   e ☐ No opinion.

10. In your opinion, how should salary levels for teachers in our county school system compare with those of other systems in the Washington area? (Check one box.)

a ☐ They should be higher than any other in the area.

b ☐ They should be equal to the highest in the area.

c ☐ They should be close to the average for the area.

d ☐ They should be kept below the average for the area.

e ☐ They should be set without regard to what other school systems are paying.

f ☐ No opinion.

11. How do you feel about the costs of running the Montgomery County schools in relation to the quality of education they provide? (Check one box.)

a ☐ Costs are too high in relation to quality.

b ☐ Quality is high but costs are higher than they should be.

c ☐ Costs are about right considering the quality of education.

d ☐ Costs are rather low considering the quality of education.

e ☐ No opinion.

12. How would you compare the quality of education in Montgomery County schools today with that of the schools you attended when you were a child? (Check one box.)

a ☐ The education here today is far better.

b ☐ The education here today is somewhat better.

c ☐ The education here is about the same.

d ☐ The education here today is not quite as good.

e ☐ The education here today is much poorer.

f ☐ No opinion.

13. How do you feel about the amount of time spent on reading, writing, and mathematics in the Montgomery County elementary schools? (Check one box.)

    a ☐ Not enough time is spent on these subjects.

    b ☐ The amount of time now being spent on these subjects is about right.

    c ☐ Too much time is spent on these subjects.

    d ☐ No opinion.

Part II. The questions in this section relate to how citizens find out about what's going on in the public schools, and whether enough information is available.

1. Generally speaking, how much interest do you take in the affairs of the public schools? (Check one box.)

   a ☐ Very much interest.

   b ☐ Some interest.

   c ☐ Little interest.

   d ☐ No interest at all.

2. Considering the amount of interest you have, do you feel you have been getting enough information about what is going on in the county schools? (Check one box.)

   a ☐ Am receiving far too little information.

   b ☐ Could use some more information.

   c ☐ Get enough information at present.

   d ☐ Hear more about the schools now than I care to.

   e ☐ No opinion.

3. Where do you get most of your information about what is happening in the public schools of Montgomery County? (Please check only one box.)

   a ☐ From children in school?

   b ☐ From neighbors?

   c ☐ From teachers and the principals?

   d ☐ From the Parent-Teacher Association?

   e ☐ From newspapers, radio, and television?

   f ☐ From other sources; please specify ____________________

   ____

4. Do you think the radio and TV stations generally provide enough information about the Montgomery County school system? (Check one box.)

   a ☐ Yes, some or all provide enough information.

   b ☐ No, none of them does.

   c ☐ I don't listen enough to judge.

5. Do you think the Washington Post generally prints enough information about the Montgomery County school system? (Check one box.)

   a ☐ Yes.

   b ☐ No.

   c ☐ I don't read the Post enough to judge.

6. Do you think the Washington Star generally prints enough information about the Montgomery County school system? (Check one box.)

   a ☐ Yes.

   b ☐ No.

   c ☐ I don't read the Star enough to judge.

7. Do you think the newspapers published in Montgomery County--like the Gazette, Monitor, and Sentinel--generally print enough information about the school system? (Check one box.)

   a ☐ Yes, at least some of those I read publish enough information.

   b ☐ No, none of those I read publishes enough information.

   c ☐ I don't read any county newspapers.

8. What single way do you think would be best for the Montgomery County school system to get more information to the citizens? (Please check only one box.)

   a ☐ More stories in the Post and Star.

   b ☐ More stories in the Montgomery County newspapers.

   c ☐ More broadcasts on the TV and radio stations.

   d ☐ More speeches by school system members at all sorts of community meetings.

   e ☐ A leaflet given to school children to bring home.

   f ☐ A leaflet mailed to all families.

   g ☐ Some other way; please specify ________________________

   h ☐ I don't know.

   i ☐ Not necessary to distribute more information.

Part III. The questions in this section concern the parents' relationship with the school system. If you have no children in the Montgomery County school system now, just check this box ☐, and please go on to Part IV.

1. Do you think parents are generally afraid to complain to the teacher when they think their child is not being treated right by the teacher? (Check one box.)

   a ☐ Many parents are afraid to complain.

   b ☐ Some parents are afraid to complain.

   c ☐ Few, if any, parents are afraid to complain.

2. Do you think parents are generally afraid to complain to the principal when they think their child is not being treated right by the teacher? (Check one box.)

   a ☐ Many parents are afraid to complain.

   b ☐ Some parents are afraid to complain.

   c ☐ Few, if any, parents are afraid to complain.

3. Have you found parent-teacher conferences helpful in working out school problems for your children? (Check one box.)

   a ☐ Very helpful.

   b ☐ Helpful.

   c ☐ Not very helpful.

   d ☐ No help at all.

   e ☐ Have never had a parent-teacher conference.

4. How have you been treated when you went to school to discuss your children's problems or school work? (Check one box.)

   a ☐ Always well treated.

   b ☐ Often well treated.

   c ☐ Sometimes well treated.

   d ☐ Seldom well treated.

   e ☐ Never well treated.

   f ☐ Have never had such a discussion.

5. Are you satisfied with the ways your children's school problems are handled by the schools? (Check one box.)

   a ☐ Very satisfied.

   b ☐ Satisfied.

   c ☐ Dissatisfied.

   d ☐ Very dissatisfied.

   e ☐ No school problems.

6. Within the past few years, have you (or your wife) spoken to any member of the county school system about a school problem of general concern (that is, a problem not directly connected with your own child)? (Check one box.)

   a ☐ Yes.

   b ☐ No.

7. Within the past few years, have you (or your wife) attended a meeting of the Montgomery County School Board? (Check one box.)

   a ☐ Yes.

   b ☐ No.

Part IV. For purposes of cross-classifying answers and to check on whether our sample is representing all of the population of the county, we need to have some general information about the people answering this questionnaire. This information, like all other parts of this questionnaire, is absolutely confidential.

1. What is your position in the family in which you live? (Check one box.)

   a ☐ Head of the household.

   b ☐ Wife of the head of household.

   c ☐ Other--please specify. ______________________________

2. Check your present age: (Check one box.)

   a ☐ Under 20 years.

   b ☐ 20 to 24 years.

   c ☐ 25 to 34 years.

   d ☐ 35 to 44 years.

   e ☐ 45 to 54 years.

   f ☐ 55 to 64 years.

   g ☐ 65 years or over.

3. Do you have any children in the Montgomery County public schools? (Please check first box that applies to you.)

   a ☐ Yes, have children in public school now.
   If "Yes," how many children? _______

   b ☐ No, but have children in private elementary or high school now.

   c ☐ No, children not yet school age.

   d ☐ No, children are past high school age now.

   e ☐ No, have no children.

4. Do you own or rent your home? (Check one box.)

   a ☐ Own my house.

   b ☐ Rent this house.

   c ☐ Rent this apartment.

5. How long have you been living in Montgomery County? (Check one box.)

   a ☐ Less than 2 years.

   b ☐ Between 2 and 4 years.

   c ☐ Between 5 and 9 years.

   d ☐ Between 10 and 14 years.

   e ☐ 15 years or more.

6. How many years of regular school did you complete? (Check one box.)

   a ☐ 8 years or less.

   b ☐ From 1 to 3 years of high school.

   c ☐ Completed high school.

   d ☐ From 1 to 3 years of college.

   e ☐ 4 or more years of college.

7. Are you currently employed? (Check one box.)

   a ☐ Yes, self-employed.

   b ☐ Yes, work for a private business.

   c ☐ Yes, work for a government agency.

   d ☐ No.

8. What was your approximate family income during 1965? (Check one box.)

   a ☐ Under $5,000.

   b ☐ From $5,000 to $7,400.

   c ☐ From $7,500 to $9,900.

   d ☐ From $10,000 to $14,900.

   e ☐ From $15,000 to $19,900

   f ☐ $20,000 and over.

Perhaps some of the questions you have been answering may have brought to mind things you have often thought about the public schools. If you would like to use the rest of this page (or a separate sheet of paper) to tell us more about what you think are the strong and weak points of the Montgomery County public schools, please feel free to do so. All suggestions and comments will receive thoughtful consideration.

The Suburban Area Study Group

MONTGOMERY COUNTY

April 1966

Dear Fellow-Citizen:

Thank you very much for filling out the questionnaire we sent you several weeks ago. Your answers, together with those of other Montgomery County residents, are now being compiled into numerical summaries.

We need your help for just a few more minutes, to answer some short questions. They were not included in the first questionnaire because we wanted to keep the opinion and factual parts of the study separate.

The questions here deal entirely with facts about the school system. They are aimed at finding out what information is getting to county residents and what is not. You may not know all of the answers but don't let that stop you. Most of your friends and neighbors would probably also have trouble in giving the answers.

Please do the best you can. In each question, check the box that comes closest to your idea of what the correct answer is. Only if you have no idea at all should you check the box for "Have no idea."

Please don't bother to try to look up or check your answers before sending in the questionnaire. As we said before, your answers are entirely confidential and will never appear separately, only as part of numerical summaries.

Please return this form within the next three days. This will complete our study. Thank you again for your cooperation.

Sincerely yours,

Beverly Stackig

Beverly Stackig
President

1. The setting of overall policy for the county school system is mainly the job of: (Check one box.)

   a ☐ The School Board.

   b ☐ The county school superintendent.

   c ☐ The County Council.

   d ☐ The Montgomery County Education Association.

   e ☐ Have no idea.

2. The total enrollment in the public schools in Montgomery County is: (Check one box.)

   a ☐ Around 50,000.

   b ☐ Around 100,000.

   c ☐ Around 150,000.

   d ☐ Around 200,000.

   e ☐ Have no idea.

3. The total cost of operating the Montgomery County public schools for one year is now roughly: (Check one box.)

   a ☐ Under $10 million.

   b ☐ Between $10 and $50 million.

   c ☐ Between $50 and $100 million.

   d ☐ Over $100 million.

   e ☐ Have no idea.

4. Most of the money to run the county schools comes from: (Check one box.)

   a ☐ Federal sources.

   b ☐ State taxes.

   c ☐ County real estate taxes.

   d ☐ Have no idea.

5. The total number of teachers employed by the Montgomery County public schools is: (Check one box.)

   a ☐ Between 1,000 and 2,000.

   b ☐ Between 2,000 and 4,000.

   c ☐ Between 4,000 and 6,000.

   d ☐ Over 6,000.

   e ☐ Have no idea.

6. The average yearly salary for a beginning elementary school teacher in our county is: (Check one box.)

   a ☐ Under $5,000.

   b ☐ Between $5,000 and $6,000.

   c ☐ Between $6,000 and $7,500.

   d ☐ Over $7,500.

   e ☐ Have no idea.

7. In general, how do present salary levels for beginning teachers in the Montgomery County schools compare with those of other school systems in the Washington area? (Check one box.)

   a ☐ Our county has the highest in the area.

   b ☐ Ours are higher than most others in the area.

   c ☐ Ours are about average for the area.

   d ☐ Ours are lower than most others in the area.

   e ☐ Ours are the lowest in the area.

   f ☐ Have no idea.

8. The Montgomery County superintendent of schools is chosen by: (Check one box.)

   a ☐ The County Council.

   b ☐ The School Board.

   c ☐ The National Education Association.

   d ☐ The citizens in an election.

   e ☐ Have no idea.

9. The term of office of a member of the School Board is: (Check one box.)

   a ☐ One year.

   b ☐ Two years.

   c ☐ Four years.

   d ☐ Six years.

   e ☐ Have no idea.

10. About what percentage of Montgomery County school children go to school by bus? (Check one box.)

   a ☐ Less than 25 percent.

   b ☐ Between 25 and 50 percent.

   c ☐ Between 50 and 75 percent.

   d ☐ Over 75 percent.

   e ☐ Have no idea.

SAMPLING SELECTION INSTRUCTIONS

1. Use the Maryland Suburban Section of the Washington Telephone Directory (white pages only), 1965-66.

2. Look up each page and column number on the attached list. Go down each required column, counting the lines until you reach the number shown for that page on the attached list. This is your first sample unit for that page. The sample will consist of that unit and the next 19. (For example, on Page 4, the sample will be the household on the third line up to the one on the twenty-second line).

   A "line" is one with a phone number on it. For example, take this actual listing:

Ong Beale H. M.D.--	
Ofc 4201 Cathedral Ave.	WO6-5000
Res 3906 47th NW	244-5660
If no answer call	WO6-5000

   This counts as three lines; none is copied because two are business addresses and the residential line is not in Montgomery County.

3. Lines that are obviously business addresses and those in Prince George's County or D. C. or Virginia, are to be left off the list of addresses that are transcribed. (Sample units are not to be added to make up for the omission.)

4. If you reach the bottom of a column before you complete the 20 sample units, continue to the next column to cover the full twenty.

5. Prepare control cards (3" x 5" index): Name, address, telephone number.

TELEPHONE SAMPLE SELECTION LIST

Page	Column	Starting Line	Page	Column	Starting Line	Page	Column	Starting Line
4	3	13	229	4	88	454	1	26
13	4	67	238	1	84	463	2	81
22	1	29	247	2	80	472	3	45
31	2	64	256	3	96	481	4	07
40	3	76	265	4	07	490	1	78
49	4	86	274	1	13	499	2	38
58	1	02	283	2	36	508	3	06
67	2	27	292	3	57	517	4	72
76	3	49	301	4	85	526	1	47
85	4	78	310	1	14	535	2	28
94	1	04	319	2	40	544	3	99
103	2	44	328	3	86	553	4	73
112	3	84	337	4	23	562	1	42
121	4	39	346	1	79	571	2	25
130	1	85	355	2	22	580	3	07
139	2	31	364	3	72	589	4	80
148	3	06	373	4	39	598	1	73
157	4	25	382	1	95	607	2	55
166	1	16	391	2	68	616	3	44
175	2	83	400	3	38	625	4	26
184	3	38	409	4	06	634	1	18
193	4	69	418	1	81	643	2	07
202	1	30	427	2	64	652	3	02
211	2	26	436	3	45	661	4	87
						670	1	46
220	3	90	445	4	69	679	2	13

OUTLINE OF CONTROL AND OPERATIONAL PROCEDURE

Card section	Description
A	Original mailout
B	Duplicate questionnaire mailed out
C	Telephone reminder made--response promised
D*	Questionnaire received--to be reviewed
E*	Questionnaire received--phone follow-up necessary
F*	Questionnaire received--acceptable
G*	Non-responses (refused, out of town, nondeliverable, etc.)

(*There will also be boxes of returned questionnaires with these designations.)

1. With the control cards in alphabetical order, start serialization from 100. Write the serial number in red in the upper right corner of the control card.

2. Address an envelope for each card. Write the address in normal fashion; omit phone number on envelope. Write the serial number in black neatly and fairly small in the upper left corner of the top page of the questionnaire.

3. Place all control cards in section A of the file. Within each section of the file, the control cards are always to be kept in serial number order, from low to high.

4. On a date to be specified, a duplicate questionnaire will be addressed and sent out to each respondent whose control card is still in section A (i.e., who has not yet responded). The addressing and questionnaire identification will be exactly the same as in paragraph 2 above, except

   a. "DQ" (for duplicate questionnaire) and the date will be written on the control card on the line below the phone number, and the card will be moved to section B.

   b. A "reminder" note will be attached to the questionnaire as follows:

i. The reminder note will read as follows:

Dear Fellow-Citizen:

I would greatly appreciate your filling out this questionnaire--or the copy you received about two weeks ago--and mailing it back as soon as possible. Thank you very much.

Sincerely yours,

Beverly Stackig
President

ii. The note should be "half-sheet" size, with the SASG caption. It can be mimeographed, preferably on pink paper so it will catch the eye.

iii. However, as a test in generating responses, this note is to be handwritten by Beverly Stackig for one-third of the cases. The note should be worded as above but addressed "Dear Mr.   " personally and written in blue ink (so it will differ from the printed material but not be as garish as green or red might be). It should be written on a slant in the lower left corner, unless there is space in the upper right corner. Respondents whose serial number is exactly divisible by three will receive the "personal" note; all others will receive the mimeographed note.

5. On a date to be specified, a reminder phone operation will be undertaken to prod respondents whose control card is still in section B.

   a. The caller will identify herself as "Mrs. ___________ of the Suburban Area Study Group" and ask for the respondent. If it is a man and he is not at home, the caller should ask for Mrs. _____________.

   b. The caller should start by saying, "This is Mrs. ______________ of the Suburban Area Study Group. We are making a study of the public school system's public information service. We recently sent you (your husband) a questionnaire about it but haven't received your (his) reply yet. Is there any problem about your (his) filling out the questionnaire? Can I be of any help?" No mention should be made by the caller of the fact that the respondent had actually been sent two copies by this time.

   c. The caller should have a blank copy of the questionnaire at the telephone when making the call so she can refer to it for any specific point that may be raised, or for filling out as described in paragraph d.

d. The caller should ask if the respondent has the copy of the questionnaire. If the respondent has the questionnaire at hand, the caller should say, "If you have the time, perhaps we could go through the questionnaire right now and I could take down your answers over the phone." If the respondent is willing, the caller should go through the questionnaire item by item and mark down the answers on a blank questionnaire. Be sure to put the serial number on such questionnaires. Write "Answered by phone" and date on the control card. Put the card in section F and the questionnaire in box F.

e. If the respondent says he no longer has the questionnaire, the caller should say a duplicate will be sent out immediately. The caller should write in the upper right corner of the questionnaire "Mr. (Mrs.)_______: This is the questionnaire we talked about. Thank you very much for filling it out."

f. In some cases, the respondent will say that he is too busy to fill out the questionnaire or give some other reason for refusing to cooperate. The caller should try to obtain cooperation, politely and firmly. However, if the battle appears lost, the caller should thank the respondent for his attention and close the conversation. Write "Refused over phone" and the reason (if any) and the date on the first available line on the control card, and place it in the "g" section.

6. When a questionnaire is returned by a respondent, write "Retd" and the date (e.g., 3/10) on the first available line on the control card. Move the card to section D. Place the questionnaire in the "D" box (in serial number order).

7. The questionnaires in the "D" box will be reviewed for acceptability. When performing the review, circle in red the number of each question with blank or unacceptable entries (e.g., a double response). In Part II, do not circle question 3 because of omission of details in part f, or question 8 because of omission of details in part g. In Part III, skip the questions if the "no children" box has been checked in the introductory paragraph. List the question numbers in the right margin on the front page, as

I - 4, 6
II - 3
IV - 7

Each questionnaire will then fall into one of the following three categories:

a. Needs telephone follow-up--If three or more questions are listed as unacceptable, the questionnaire requires telephone follow-up. Write "Tel" on first available line on the control card and in the upper-right corner of the questionnaire. Place the card in the "E" section and the questionnaire in the "E" box.

b. Acceptable--If less than three questions are listed as unacceptable, the questionnaire is acceptable. Write "OK" on first available line on the control card and in the upper-right corner of the questionnaire.

Place the card in the "F" section and the questionnaire in the "F" box.

c. Refusal, out-of-town, etc.--Write the reason on the first available line on the control card and in the lower-right corner of the envelope. Place the card in the "G" section; write the serial number in the upper-left corner of the envelope and put it in the "G" box. Cross out neatly the serial number on the questionnaire and put it with the general supplies.

8. Each questionnaire in the "E" box is to be followed up for missing or otherwise unacceptable responses. Questionnaires with ten or more omissions will be further reviewed before assignment for telephone follow-up.

   a. The caller will identify herself as "Mrs. ______________ of the Suburban Area Study Group" and ask for the respondent. If he (or she) is not at home, the caller should say "Mr. (or Mrs.) ______________ recently answered a questionnaire for us on the county school system. I just want to check a couple of points with him (or her). When would it be convenient for me to call back?" The caller should make whatever record notes are necessary on the top page of the questionnaire to keep track of the call-backs.

   b. When the caller contacts the respondent, she should say, "I am Mrs. ________________ of the Suburban Area Study Group. Thank you very much for filling out our questionnaire. Your answers will be most helpful. I would just like to check a few questions with you." The caller should then move rapidly and clearly through the missing questions, marking the appropriate boxes on the questionnaire. The caller should avoid unnecessary conversation at least until the missing questions are completed. After the call is over, cross off the question numbers listed on the top page of the questionnaire and place it in the "F" box. Write "OK" and the date on the first available line on the control card and put it in the "F" section.

   c. If the respondent refuses to answer any or all of the missing questions, end the conversation politely. On the top page of the questionnaire, cross out any questions for which answers were obtained over the phone; put the questionnaire in the "F" box. Write "Incomplete," the reason (if any), and the date on the first available line on the control card and place it in the "F" section.

   d. In some cases, the caller may not be able to reach the respondent after repeated telephone calls. (The cut-off on this will be set after we get some experience on the workload.) Write "Incomplete--no contact" and the date on the first available line on the control card and place it in the "F" section. Put the questionnaire in the "F" box.

9. Some questionnaires are likely to be returned by the Post Office as non-deliverable. Check the address against the control card to make certain the name and address were copied accurately. If no error is found, check against the telephone book. If an error is found which might affect deliverability, re-address the questionnaire and mail it out; correct the

control card if necessary. In such a case, write "Re-mailed" and the date on the first available line on the control card. If no such error is found, write "P.O." and the reason for nondelivery on the first available line on the control card and place it in the "G" section. Write the serial number in the upper-left corner of the envelope and put it in the "G" box. Put the return envelope and the questionnaire with the general supplies; be sure to cross out neatly the serial number on the questionnaire.

CODING SPECIFICATIONS

First Questionnaire

(i) In Part I, obtain a sum of the answers to questions 1, 2, 5, 7, and 12 by assigning the following values to the given responses:

a = 5
b = 4
c = 3
d = 2
e = 1 (except in Question 5, where "e" has no value)
f or blank = no value

In the upper left corner of page 2, write this sum, followed by a dash. (If the sum is less than 10, put a zero in front of it; e.g., 08, 02, or 00.)

(ii) After the above-mentioned sum, write the number of questions to which you have assigned a value of 1 or more; put a dash after this number. (The entry now may be 20-4- or 12-5- or 08-3- or 00-0-.)

(iii) From Table I attached hereto, obtain the average value and write it after the second dash; put a dash after this number. (The entry now may thus be 20-4-50- or 12-5-24- or 08-3-27 or 00-0-00.)

(iv) After this is completed for all first questionnaires, tally the questionnaires according to the third figure. Summarize the results so that the total number of questionnaires can be divided into the zero's and three approximately equal sets of low, medium, and high. Assign a code of 0 for 00, 1 for low, 2 for medium, and 3 for high, and write this code as the last figure on each questionnaire. (The final full entry may thus be 20-4-50-3 or 12-5-24-1 or 08-3-27-2 or 00-0-00-0.)

Second Questionnaire

(i) Mark each question with a check if the response is correct or an X if is incorrect. If the response is "Have no idea" or blank, make no entry.

(ii) Write in the upper left corner, three two-digit codes (separated by dashes) representing the number of checks, X-s, and "no entries." The codes might be 10-00-00, 07-01-02, 01-01-08, 04-00-06, etc.; note how the three codes must add to 10.

(iii) Tally the questionnaires according to the first two-digit code. Divide the array into three approximately equal parts (including the zero's).

Designate the lower third as "1," the middle third as "2," and the upper third as "3." Add this designation as the seventh code on each questionnaire; thus 10-00-00-3, 07-01-02-3, 01-01-08-1, 04-00-06-2, might be typical entries.

SASG SURVEY - Card Punching Instructions

Card col.	Item
	First Questionnaire
1 to 3	Serial number in upper left corner of page 1
4 to 9	Attitude score in upper left corner of page 2
11 to 23	Part I, questions 1 to 13*
31 to 38	Part II, questions 1 to 8*
40	Part III, introductory paragraph: box blank = 0; box checked = X
41 to 47	Part III, questions 1 to 7*
51 and 52	Part IV, questions 1 and 2*
53 and 54	Part IV, question 3: a = "1" and no. of children; b = 20; c = 30; d = 40; e = 50; blank = 00
55 to 59	Part IV, questions 4 to 8*
	Second questionnaire
61 to 63	Serial number in upper left corner of page 1; if no questionnaire, punch X and skip out
64 to 70	Factual score in upper left corner of page 2
71 to 80	Qustions 1 to 10*

*Punching codes

a = 1
b = 2
c = 3
d = 4
e = 5
f = 6
g = 7
h = 8
i = 9
blank = 0

Tabulation Specifications *

1. Show distribution by each code for card cols. 9, 11 to 23, 31 to 38, 40 to 47, 51 to 59, 70 to 80.

2. Cross tabulate col. 9 against cols. 11 to 23, 31 to 38, 40 to 47, 51 to 59, 70 to 80.

3. Cross tabulate col. 70 against cols. 9, 11 to 23, 31 to 38, 40 to 47, 51 to 59, 71 to 80.

4. Additional tabulations will be made later.

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*In card cols. 1 to 9, 11 to 23, 31 to 38, 41 to 47 and 51 to 59, no blanks, V's, or X's should occur. In card cols. 40 and 61, no blanks or V's should occur. In card cols. 62 to 70, no V's or X's should occur. Thus, in the card cols. being used, blanks may occur only in cols 62 to 80.

A SURVEY OF SCHOOL-COMMUNITY INFORMATION SERVICES

. . . Central Administrative Staff and Supervisory Staff
Public Schools, Montgomery County, Maryland

Prepared by: Elaine W. Cotlove

SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, JULY 1966

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SECTION B-I

INTRODUCTION

OBJECTIVES

The purpose of this project was to determine what the Montgomery County central administrative and supervisory staff does about school-community information services, and what it thinks about school-community information services. Both these objectives arose from the conviction that a good understanding of the present situation is the only fair and reasonable basis upon which to consider recommendations for change.

SCOPE OF THE PROJECT

This project includes:

1. A narrative history of school-community information services prior to the 1956-57 school year.
2. A questionnaire study and follow-up of current school-community information services of the central administrative and supervisory staff.
3. Conclusions and recommendations.

ACKNOWLEDGEMENTS

Thanks are due particularly to Dr. Samuel M. Goodman, Director of Research, Montgomery County Board of Education, who made valuable suggestions for modifications in initial drafts of the questionnaire and arranged a small "dry run" of the final version prior to its general distribution; to Dr. John A. Permenter, Assistant Superintendent for Administration, who wrote the cover letter under which the questionnaire was distributed; to those staff members who made astute and useful suggestions during the various phases of the questionnaire's development; and to the forty-four members of the central administrative and supervisory staff who took the time and trouble to answer and return the questionnaire. Thanks are also due Mrs. R. Hoover, Dr. Goodman's secretary, who helped with the distribution and collection of the questionnaires.

SECTION B-II

SETTING FOR THE QUESTIONNAIRE STUDY

HISTORY

A highly condensed, narrative history of school public relations in Montgomery County offers some orientation to the natural evolution of its practice, and to the circumstances which helped to shape the present situation. (In sketching out this history, the project leader drew upon her own familiarity with school-community relations over the past ten years, as well as upon School Budget Requests for Operating Expenditures, annual reports to the Board of Education, reports of advisory committees to the superintendent, and various other materials published by the Montgomery County Public Schools.)

Before 1958, school-community information services were not organized in any specific format or staffed by any particular people. Directors of the various departments, offices, and divisions submitted annual reports to the Board of Education, and handled publicity relevant to their own functions out of their own offices.[1] They were available on request to speak to PTA's, civic and business groups, professional associations, etc., as were most other members of the central professional staff.

Many school-community information services were then, and have continued to be, either required by law or traditional by usage. Each year the superintendent published Capital and Operating School Budget proposals, and submitted an annual report to the public on the state of the Montgomery County Public Schools. Public hearings were held four times a year, preliminary to the School Board's action on the superintendent's budget proposals (capital and operating), and preliminary to the County Council's action on the school budget as presented to it by the School Board. Edited minutes of School Board meetings were distributed to all central administrative and supervisory offices, to all local school principals, and to the School Board, the County Council, all public libraries, etc. Policies and Procedures, the Administrative and Supervisory Handbook, was maintained in loose-leaf notebook form and periodically reorganized and updated.

The only legally-constituted liaison channels between the schools and their communities were local boards of school trustees, recommended by each school community through PTA election and appointed by the Board of Education according to State law. The duties of these trustees were largely obsolete, although they also held certain responsibilities for the care, improvement and use of school buildings and equipment, for officiating at ceremonial school-community events, for "promoting sentiment" for the schools, etc.[2]

The superintendent tried to maintain personal contacts with his professional staff, and scheduled personal visits to every school on a rotation basis. By 1958, however, when the system had grown to exceed 100 schools, scheduling one local school visit per week would have brought the superintendent to each school approximately once every three years.

"In the spring of 1958, a written set of goals for education, developed cooperatively by staff and citizens, was adopted by the Board of Education."[3] The Board also approved the appointment of an assistant for information and publications, assigned to the Office of the Superintendent.[1] A new weekly newsletter, "The Superintendent's Bulletin," designed "to serve as a primary means of communication to the staff in place of memoranda from the individual offices," was inaugurated and distributed to all school employees.[1]

Another new newsletter, "The Em-Cee," was designed for both staff and parents, and featured news collected through teacher representatives from the local schools: faculty honors and publications, outstanding student programs, biographical sketches of professional staff members, etc. "The Em-Cee" was widely distributed to staff and parents through the local schools, and was mailed to citizens upon request. This newsletter was popular with teachers, and clipped items were frequently seen on local faculty bulletin boards. ("The Em-Cee" was discontinued in 1962, on the advice of "experts on the field," as being "too cumbersome a means of covering news from 133 schools.")[1]

In 1959, the Montgomery County School Board initiated a series of its own annual reports to the public, "Pursuit of Quality in Education."[4] Four reports were published, 1959-62, representing the consensus of a relatively homogeneous Board, which each year reported in outline form the accomplishments of the past year and projections for the coming year.

In 1959, and again in 1960, the Board of Education sponsored two County Conferences on Education, involving the administrative and supervisory staff and about 400 civic and business leaders in a two-day workshop setting. The first conference was on "Quality Education," and included separate sections on educational goals, guidance and counseling, teacher certification and training, sources of financial revenue, and able learners. The second conference was entirely devoted to the financing of the Montgomery County Public Schools, and took as its starting point a then current State proposal to revise school aid and equalization formulas.[5,6]

The superintendent also appointed a series of ad hoc citizen-staff advisory committees: on Personnel and Career Recognition (1959); School Construction (1959); Duties of School Trustees (1960); Driver Education (1960); Access, Safety, and School Transportation (1962); and Special Youth Services (1963). The reports of these committees received serious attention from the professional staff, and in some instances favorable action on their recommendations was apparent.

In 1960 the School Board sponsored a comprehensive, unbiased study of curriculum content and design, appointing a lay panel of widely known and respected citizens to "The Montgomery County Curriculum Study Committee." The Board designated sufficient funds for this committee to employ consultants of its own choosing, provided it with staff, space, and library services, and gave it carte blanche in the definition of its own objectives and procedures. During the one-year study, about 100 staff members and 300 citizens were involved. The Montgomery County Curriculum Study Committee published its two-volumn report in August, 1961, to which the professional staff responded with organized, intensive study and discussion.[7]

In May 1961, a new "Council on Instruction" was created by the superintendent, which was (and is) "responsible for advising the superintendent in matters pertaining to the development and assessment of curriculum and instructional practice and for implementing the curriculum and instructional policy and procedures adopted by the superintendent and the Board of Education." Its membership consisted of the deputy superintendent, assistant superintendents, the area directors, and the directors of instructional and personnel offices, with a staff member from the Office of Curriculum Development serving as executive secretary.[8]

As a more or less direct outgrowth of the recommendations of the Montgomery County Curriculum Study Committee, the Council on Instruction set up a series of standing advisory committees to the superintendent and the Council on Instruction, which were operational by the fall of 1961. Emphasis for initial discussions was on recommendations from the Curriculum Study Report having budgetary implications for FY 62-63.[9]

The composition of each advisory committee was deliberately designed to include elementary and secondary school people; teachers, principals, and representatives from the central staff; and representatives from pupil services, business and financial services, and Montgomery Junior College. To ensure as wide a staff participation as possible, each staff member's participation was limited to one committee, and appointments were made for staggered terms of two years each. One of these standing advisory committees was on Community Analysis, "whose purpose is to advise and make recommendations to the superintendent's Council on Instruction on matters pertaining to the relationship between the sociological characteristics of Montgomery County and of the instructional program of the public school system."9

A traditional, annual in-service day event was a meeting of the superintendent with his entire professional staff, usually at one of the larger and newer mid-County high schools. By 1961-62, the professional staff had grown close to 4000, and the annual, county-wide in-service meeting had already produced some memorable traffic jams on residential County roads. The last such meeting was held in Cole Field House at the University of Maryland on a day when the temperature rose early into the upper eighties; thereafter, no further meetings of the entire professional staff were deemed practicable.

In July, 1962, a major reorganization of the Montgomery County Public Schools took place. "The purpose of the reorganization is to provide the flexibility necessary to cope with the rapid growth of the county school system and to ensure continued efficient operations of all segments of the organization as each relates to the whole system."[10] The departments of elementary and secondary education were abolished as such, and in their place the school system was divided administratively into 11 (now 12) geographic areas, each centering upon a senior high school with its feeder junior high and elementary schools. A director was appointed to each area, and supervisory and resource personnel assigned to the area became responsible for the development and implementation of the curriculum on a K-12 basis.

Communications within each area were greatly improved by the smaller size of the administrative unit. Communications on a system-wide scale were improved by shifting essentially local problems out of the hands of central staff members and into the hands of the area directors. Liaison between the areas was maintained through monthly meetings of the entire administrative and supervisory staff with the superintendent, and through the bi-weekly meetings of the Council on Instruction.

"An orientation program for beginning leaders [administrative interns] was started in 1962 that offered seminars, workshops, and meetings with consultants, department heads, and specialists within the system. In the first year, 53 new leaders participated; in 1963, 38; and in 1964, 26."[3]

In the superintendent's budget request for FY 1963, the various information and publications functions which were scattered between the Office of the Superintendent, the Department of Instructional Materials, and the Office of Curriculum Development were brought together under a new Office of Informational Services. The elections of November 1962, however, resulted in a political upheaval in Montgomery County that also swept a new School Board majority into office. This new majority abolished the job of the director of the proposed office during its review of the FY 1963 budget, and the County Council eliminated all other staff positions in the Office of Informational Services during its review of the revised budget as transmitted to it by the School Board.

During the summer of 1963, as part of a summer workshop project, Montgomery County secondary school counselors conducted a survey of occupations in the County designed to provide information on job requirements and job opportunities for occupational counseling. Seventy-seven establishments were visited, and many personal contacts were made with owners, managers and personnel departments. "The counselors discovered that there are some very fine people, eager to help youth, and willing to contribute to our educational program when appropriate, in these organizations."[11]

The 1963-64 annual report of the Office of Pupil Services stated that this office handled "an average of 200 telephone calls daily," on matters of pupil placement, attendance, adjustment, and welfare that "involve a high degree of emotionality."[12]

In the spring of 1964, a new bulletin was published, Program of Studies, 1964-65. This bulletin was "prepared for the information of both the entire staff of the school system and the citizens of the county. Its chief purpose is to provide a ready reference for all charged with or interested in the total educational program of the Montgomery County Public Schools. . . . Central office staff personnel will use the Bulletin as a basic source in talks that they give or in any situation that requires an explanation of the county's curriculum. . . . The Program of Studies will be available to interested citizens' groups desiring a comprehensive picture of the total educational program. New county residents may wish to consult the Bulletin to familiarize themselves with curricular offerings."[13]

In 1964 the Department of School Services developed a series of slides to accompany a talk about supporting services in the Montgomery County Public Schools: building maintenance, pupil transportation, procurement and supplies, food services, etc. The slide-talk described the organization, functions, facilities, and in-service training of supporting services and personnel, and was designed to acquaint both staff and citizens with a relatively little-known aspect of school operations. This program was widely shown to local civic and business groups.

In 1961, as an outgrowth of two volunteer programs for economically and culturally deprived children in Montgomery County (one initiated by a group of down-County citizens and the other by two up-County elementary school principals), the Board of Education appointed two "community coordinators" (three in 1964-65), under the Office of Pupil Services.[12] These community coordinators worked very closely with their local populations, learned to know their problems, needs, and community dynamics and power structure, and helped them to initiate the kinds of community activities that would improve the learning readiness and cultural aspirations of their children. Such activities included study halls, Teen Clubs, Youth Councils, and pre-school nurseries. A separate up-County supplementary language arts program for culturally deprived children (drama, dance, story-telling, puppet theater, etc.), which was organized and staffed by highly talented, professional citizen-volunteers, was integrated into the community coordinators' program in 1964-65. The experience of the community coordinators laid the groundwork for later participation in Federal Aid programs such as Project Head Start.

The Administrative and Supervisory Handbook dated July, 1965, listed specific school-community relations functions of administrative and supervisory staff personnel as follows:[14]

Area Directors

"Provides liaison between an area and the Central Office; represents the school and discusses school situations with appropriate central office personnel; and interprets school policies and procedures to school personnel."

"Participates with parent and community groups in matters pertaining to the Montgomery County Public Schools; explains school needs, policies and procedures; reflects the concerns and opinions of parent and community groups to the central office staff."

Supervisors

"Advises the public, makes available information and interprets the various subject programs as is necessary through formal presentations before citizen groups, Parent Teachers Associations, etc., and by informal contact by telephone, correspondence, or personal contact."

Department of Curriculum Development

"Serves as an information, interpretation, and communication center for present and projected county curriculum by . . . organizing, with the Department of Staff Development, public lectures by scholars on curriculum topics and issues and arranging such educational telecasts as may be desired; leading teacher seminars and afterschool workshops; and speaking to Parent Teachers Associations, civic groups, and school faculties."

Division of Planning

"Prepares annually the one-year and long-term student enrollment projections and initiates other population studies as needed.

Division of Site Acquisition

"Coordinates site development matters with school trustees and principals, Parent Teachers Associations, county government agencies, or other interested organizations, and works with these individuals . . . in solving problems of access, safety and extension of utilities."

Division of Operations and Safety

"Coordinates after-school use of building facilities."

Division of Transportation

"Controls and operates the school radio alerting system."

Finally, Montgomery County's two most recent superintendents of schools, Dr. C. Taylor Whittier (1957-64) and Dr. Homer O. Elseroad (1964 to date), have been intensely communications-minded men. Dr. Whittier initiated many constructive moves in the direction of improved information services. Dr. Elseroad has not only set a personal example, but has encouraged both staff and citizens in the exploration of new avenues of approach to better communications.

REFERENCES

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3. 1957-1964: Seven Challenging Years, C. Taylor Whittier, Superintendent of Schools, June, 1964, pp. 8, 67.

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9. *Instructional Committee Organization for Montgomery County Public Schools*, C. Taylor Whittier, Superintendent of Schools, November 6, 1961, pp. 4, 49.

10. *Organization of the Montgomery County Public Schools, Administrative and Supervisory Handbook*, MCPS Regulation 205-1, July 1, 1962, p. 4.

11. *Job Sampling: Montgomery County Area*, *Counselors' Workshop,* 1963, April, 1964, p. 1.

12. *Annual Report of the Office of Pupil Services, 1963-64,* Homer O. Elseroad, Superintendent of Schools, November 10, 1964, pp. 2, 33-35.

13. *Program of Studies, 1964-65,* C. Taylor Whittier, Superintendent of Schools, Montgomery County Public Schools, p. i.

14. *Organization of the Montgomery County Public Schools, Administrative and Supervisory Handbook,* MCPS Regulation 205-1, July 1, 1965, pp. 15, 28, 30, 40, 41, 47, 48.

SECTION B-III

THE QUESTIONNAIRE STUDY: PROCEDURES

DESIGN

Since personal interviewing is time-consuming, both for staff and for interviewer, it was decided that the purposes of this project could be accomplished through a questionnaire to be evaluated by staff members before its distribution for negatively phrased or confusing questions, to be distributed with administrative approval, and to be followed up by personal interviewing if and when it seemed that additional, useful information might be forthcoming.

The questionnaire was designed specifically for the Montgomery County central administrative and supervisory staff. Wherever appropriate, form and language of the questions were based upon Montgomery County's FY 1966 Budget Request for Operating Expenditures, following its titles, job definitions, and organizational patterns for the various departments, offices and divisions within the Board of Education. In formulating the questionnaire, the project leader was aware that it would act as a two-way communication, both obtaining information and imparting it. It was, therefore, both necessary and desirable that the questionnaire not only elicit facts, but also serve as a potential framework for thinking constructively about school-community information services in Montgomery County.

QUESTIONS

The questionnaire was designed to answer six basic questions:

1. How do you handle outgoing information?

2. How do you handle incoming information?

3. How do you staff for informational activities?

4. What policies and procedures govern your informational activities?

5. How do you evaluate your informational activities?

6. What suggestions do you have for improving your informational activities ?

In very brief summary, the answers to the above six questions, as indicated by the response to the questionnaire, were:

1. Outgoing information is being produced and distributed, but is not being aimed at, or oriented toward, specific audiences.

2. Incoming information is haphazardly referred and coordinated, and is not being used for evaluation of informational activities.

3. Informational activities are being staffed, with a very few exceptions, by professional personnel who are not trained in school public relations. Staff time is not specifically allocated for informational activities.

4. Policies and procedures governing informational activities are nonspecific, and do not offer clear procedural guidelines or support.

5. Informational activities are usually not evaluated, except in informal staff discussions which have little continuity or coordination.

6. The majority of the respondents to the questionnaire regarded a formal school-community information program as either necessary or desirable, and had suggestions to offer toward that end.

DISTRIBUTION

The questionnaires were distributed in June, 1965, during the week just after the schools had closed for the summer. They were accompanied by a cover letter from the Assistant Superintendent for Administration, explaining their origin and purposes, and asking that they be completed and returned through the Department of Research.

RESPONDENTS

Sixty-two questionnaires were sent out to members of the central administrative and supervisory staff: top-ranking administrators; directors of all departments, offices, and divisions; the 12 area directors; and the supervisors of instruction and pupil services. Forty-four members (71%) of the central administrative and supervisory staff to whom the questionnaire was sent returned it. They were:

Group 1: Primarily concerned with educational administration (11 respondents)

Assistant Superintendent for Administration
Administrative Assistant to the Superintendent
Area directors (9)

Group 2: Primarily concerned with instruction, the instructional program, and/or instructional personnel (18 respondents)

Assistant Superintendent for Instructional and Personnel Services
Director of Suprvisory Services
Instructional Supervisors (7)
    "Cognizance"
    English
    Health and Safety

Industrial and Technical Education
Physical Education
Science
"Supervisory Service K-12"

- Director of Curriculum Development
- Assistant Director of Curriculum Development
- Director of Research
- Director of Instructional Materials
- Director of Staff Development
- Assistant Director of Personnel
- Supervisor of Testing
- Supervisor of Psychological Services
- Director, Public Information Office, Montgomery Junior College

Group 3: Primarily concerned with business and financial services (15 respondents)

- Director of School Facilities
- Director of Planning
- Director of Construction
- Director of Maintenance
- Director of Operations and Safety
- Director of Supply Management
- Director of Transportation
- Director, School Lunch
- Director of Financial Services
- Director of Accounting
- Director of Auditing
- Director of Data Processing
- Director of Insurance and Federal Aid
- Director of Payroll
- Budget Officer

The total of 44 questionnaires returned represented 36 per cent of the central administrative and supervisory staff of 123 (380 total A & S personnel, less 221 local schools principals and assistant principals, less 36 area pupil-personnel workers).[1]

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[1] Annual Report of the Department of Personnel, October 12, 1965, p. 39. Budget Request for Operating Expenditures, FY 1966, pp. 325-3

SECTION B-IV

THE QUESTIONNAIRE STUDY: FINDINGS

INTERPRETATION

As the tallies proceeded, certain patterns became clear. The Assistant Superintendent for Administration, the Administrative Assistant to the Superintendent, and the nine Area Directors, for example, checked items under almost every area of informational activity covered by the questionnaire. Staffs for instruction, personnel, and pupil services checked items under supporting services and under business and financial services much less frequently. Staffs for business and financial services checked fewer items over-all, fewer items under instruction, and several respondents checked only those few items which related to their own technically-specialized functions.

On this basis, the respondents were divided for purposes of tallying into three naturally occurring groups:

1. Educational administration

2. Instruction, personnel, pupil services, research, and the junior college

3. Business and financial services.

Although the absolute number of respondents (44) was small, the percentage (36%) of the total central administrative and supervisory staff (123) was substantial. Nine (75%) of the 12 area directors responded. Twelve (28%) of the 43 administrative and supervisory staff members in instructional and curriculum services responded. Fifteen (60%) of the 25 administrative and supervisory staff members in business and financial services responded. Thirty-three (75%) of the 44 respondents to the questionnaire were of directoral status or higher.

TALLIES

The numbers in the following tally sheets represent the number of people in each of the three administrative and supervisory (A & S) groups who checked that item on the questionnaire. The actual counts are here expressed as percentages of the total number of respondents in each group, in order to make the tallies for the three groups easily comparable. (As roughly approximate guidelines, one respondent in Group 1 equals 9%; in Group 2, 6%; in Group 3, 7%; and in total A & S respondents, 2%.)

No blank responses were tallied; "No" answers had to be checked to be counted. Wherever related answers fail to total an obviously indicated 100%, the difference is because not all respondents checked all items, even in the same question.

A few comments about the questionnaire itself are in order. Many respondents had difficulty with Questions II-C, 1 and 2, involving estimates of time spent on informational activities. Eighteen (41%) of the 44 respondents did not fill out the table on the right side of the page at all, and many others filled it out in fairly sketchy fashion. No attempt was made, therefore, to tally estimates of time. No one wrote in the names of any workshops or advisory committees, although the majority of respondents checked one or more of these activities. Additional information in these areas was obtained through follow-up telephone calls.

Question V-D was based on an incorrect premise. No office has its own budget for informational services per se, except for such items as may be included in the office's assigned responsibilities: curriculum consultants, personnel publications, test reports, etc. The item on "travel" was also ambiguously phrased. Some respondents seem to have interpreted it as travel relating only to the field of communications or public relations; others seem to have interpreted it as meaning any travel designed to communicate information about schools. The answers to this question are, therefore, meaningless, and only the "no" responses were tallied.

Please refer to Appendix I (p. B-49) and Appendix II (p. B-63) for additional information and comments about the questionnaire.

4 OF 7

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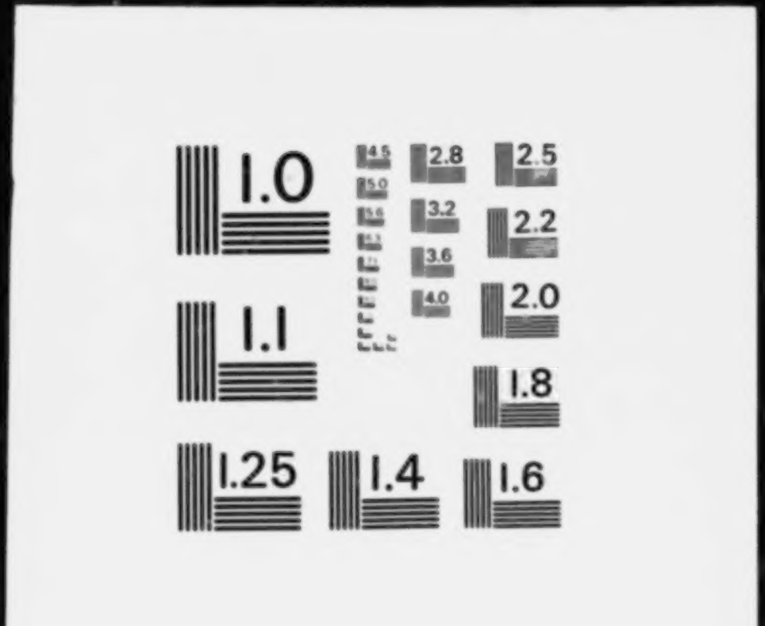
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

TALLIES (in percentages) OUTGOING INFORMATION (Question II)	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
A. "To WHOM are you talking?"				
1. School Board?	82	94	87	89
2. Professional staff in central office:				
Administration?	100	100	100	100
Instruction?	100	89	53	80
Personnel?	100	78	73	82
Student services?	91	50	40	57
Business and financial services?	91	56	60	66
Research?	100	83	27	68
Other?	9	17	7	11
3. Professional staff in local schools:				
Principals?	100	100	80	93
Teachers?	100	100	33	77
Librarians?	100	61	40	64
Counselors?	100	72	33	66
Other? (* "Resource people")	9	17*	7	9
4. Supporting services personnel:				
Cafeteria?	73	17	67	48
Clerical?	73	22	53	46
Custodial?	73	17	53	43
Maintenance?	82	33	60	55
Transportation (pupil)?	73	28	47	46
Other?	0	6	7	5
5. Out-of-County professional educators:				
Nearby school systems?	73	94	80	84
State Board of Education?	64	89	60	73
Teacher training institutions?	64	67	13	48
State or national education organizations? (See: Additional Information)	64	72	27	55
Other? (* "Area private schools")	0	11*	0	5
6. Citizens:				
At large?	91	39	60	50
Organizations?	91	67	53	68
Advisory committee?	64	68	33	59
Trustees?	73	6	27	30
Individuals in local situations?	91	83	53	75
7. News media:				
Press?	82	61	33	57

OUTGOING INFORMATION, cont'd.	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
Radio-TV?	82	50	13	46
Other?	36*	6	0	11
(* "Professional journals")				
B. "What are you talking ABOUT?"				
1. School Board activities?	91	28	40	48
2. Instruction:				
Instructional program K-12?	100	89	20	68
Summer school program?	100	44	13	48
Adult education program?	91	11	7	30
Special education?	100	39	13	46
Curriculum development?	91	83	7	59
Instructional materials?	100	78	27	66
Supervision?	82	61	0	46
Other?	0	11*	0	7
(* "Athletic program")				
3. Personnel: professional staff:				
Recruiting?	73	67	0	46
Administration?	82	33	27	43
Staff development and in-service training?	100	83	7	61
Other?	0	11	0	5
Personnel: non-professional staff:				
Recruiting?	46	28	20	30
Administration?	73	22	40	41
In-service training?	55	33	20	34
4. Student services:				
Guidance?	91	44	0	41
Testing?	100	56	7	50
Psychological services?	82	33	0	34
Pupil-personnel work?	91	17	0	30
Student health?	91	17	7	32
Pupil accounting?	73	17	13	30
Other?	0	11	7*	7
(* Non-resident tuition")				
5. Business and financial services:				
School facilities:				
Planning?	82	44	53	57
Site acquisition?	18	0	33	16
Construction?	64	22	67	48
Maintenance?	82	17	60	48
School services:				
Building operations and safety?	91	39	40	52

OUTGOING INFORMATION, cont'd.	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
Procurement?	91	44	53	59
Supply management?	73	11	47	39
Transportation (pupil)?	82	11	20	32
Cafeteria management?	73	17	47	41
Financial services:				
Accounting?	73	17	67	48
Auditing?	64	6	47	34
Data processing?	82	28	40	46
Insurance and Federal Aid?	82	6	60	43
Payroll?	64	22	67	48
Other?	0	0	0	11
6. Research?	100	83	27	68
7. Montgomery Junior College?	82	28	40	46
C. "HOW are you doing this talking?"				
1. Oral:				
Person to person:				
Through formal channels?	91	72	60	73
Through informal channels?	91	67	73	75
Telephone?	82	83	93	86
Speakers?	91	72	47	68
Discussion groups, study groups?	95	72	53	71
Classes?	55	56	33	48
Workshops?	91	67	40	64
Advisory committees?	64	78	53	66
Meetings:				
For school staff only?	100	78	67	80
For or including citizens?	91	61	33	59
Hearings?	82	33	20	41
Closed circuit TV?	36	17	0	16
Other?	9	11	0	7
2. Written:				
Letters?	91	83	87	86
Memos?	100	78	92	89
Newsletters?	82	39	13	41
Bulletins?	82	61	47	61
Brochures?	64	33	40	43
Pamphlets?	64	33	27	39
Reports?	91	83	80	84
Other?	0	11	0	7
3. News media:				
Through contact with individual reporters?	82	44	27	48
News releases?	73	33	13	36

OUTGOING INFORMATION, cont'd.	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
Radio-TV?	73	22	7	30
Other?	27	0	0	7
4. Displays:				
Posters?	64	33	13	34
Audio-visual media?	73	39	27	43
Exhibits?	73	67	13	50
Fairs?	55	17	0	21
Other?	9	0	0	2
5. Other? (*"Blueprints")	0	0	7*	2
INCOMING INFORMATION (Question III)				
A. "WHO is talking to you?"				
1. School Board?	100	56	40	61
2. Professional staff in central office:				
Administration?	100	94	87	93
Instruction?	100	89	60	82
Personnel?	100	89	53	80
Student services?	73	78	47	66
Business and financial services?	91	78	87	84
Research?	100	94	53	82
Other? (* "Consultants")	0	17*	7	9
3. Professional staff in local schools:				
Principals?	100	89	93	93
Teachers?	100	94	47	80
Librarians?	100	50	40	59
Counselors?	91	72	40	66
Other? (* "Resource people")	0	17*	7	9
4. Supporting services:				
Cafeteria?	82	17	80	55
Clerical?	82	39	67	59
Custodial?	82	28	60	52
Maintenance?	100	39	67	64
Transportation (pupil)?	73	22	53	46
Other?	0	6	0	2

INCOMING INFORMATION, cont'd.

	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
5. Out-of-County professional educators:				
Nearby school systems?	82	78	73	77
State Board of Education?	45	83	73	71
Teacher training institutions?	45	83	0	46
State or national education organizations? (See: Additional information)	36	78	60	61
Other? (* "Requests from industry for inclusion of new subjects in the curriculum")	0	6*	0	2
6. Citizens:				
Organizations?	82	78	53	71
Trustees?	82	6	53	41
Advisory committees?	82	72	33	61
Individuals in local situations?	100	94	73	89
7. News media:				
Press?	82	89	53	75
Radio-TV?	73	39	13	39
B. "HOW are they doing this talking?"				
Person to person:				
Through formal channels?	100	89	80	89
Through informal channels?	100	89	93	93
Telephone?	100	94	100	98
Letters?	100	94	100	98
Written reports?	73	94	67	80
Meetings?	100	83	67	82
Hearings?	64	39	47	48
News media?	82	50	33	52
Other? (* "Visitations" and "consultants")	0	11*	0	5
C. "What are they talking ABOUT?"				
1. School Board activities?	91	50	40	57
2. Instruction:				
Instructional program K-12?	91	83	13	61
Summer school program?	91	50	13	48
Adult education program?	91	22	7	34
Special education?	91	50	20	50

INCOMING INFORMATION, cont'd.

	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
Curriculum development?	91	89	0	59
Instructional materials?	100	83	13	64
Supervision?	91	56	7	48
Other?	0	11*	0	5
- (* "Athletic events")				
3. Personnel: professional staff:				
Recruiting?	82	67	7	50
Administration?	100	67	13	57
Staff development and in-service training?	100	89	0	61
Other?	0	6	0	2
Personnel: non-professional staff:				
Recruiting:	64	33	20	36
Administration?	73	33	27	41
In-service training?	73	33	13	36
Other?	0	6	0	2
4. Student services:				
Guidance?	100	61	0	50
Testing?	100	67	7	55
Psychological services?	100	44	0	43
Pupil-personnel work?	100	28	13	41
Student health?	91	17	0	30
Pupil accounting?	82	17	20	34
5. Business and financial services:				
School facilities:				
Planning?	100	39	60	61
Site acquisition?	91	11	47	43
Construction?	100	22	53	52
Maintenance?	100	22	67	57
Other?	9	0	0	2
School services:				
Building operations and safety?	91	39	53	57
Procurement?	91	44	53	59
Supply management?	91	22	47	48
Transportation (pupil)?	91	17	40	43
Cafeteria management?	91	6	47	41
Financial services:				
Accounting?	82	28	53	50
Auditing?	82	11	67	48
Data processing?	91	33	47	52
Insurance and Federal Aid?	100	22	60	55
Payroll?	82	33	67	57
Other?	9	0	13*	7
(*"Budget preparation")				

INCOMING INFORMATION, cont'd.

	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
6. Research?	100	89	27	71
7. Montgomery Junior College?	82	39	47	52
8. Other? (* "Agencies" and "Foundations")	9	6*	0	5
STAFFING FOR INFORMATIONAL ACTIVITIES (Question IV)				
A. Is in-service training in communications or PR provided by the Montgomery County Public Schools?				
Yes	64	72	53	64
No	36	28	47	36
In what areas:				
General orientation in communications and PR?	64	50	40	50
Conferencing techniques?	9	22	0	11
Public speaking?	0	0	0	0
Communications media?	36	22	13	23
Functions and activities of the Montgomery County School System?	55	67	40	55
For whom:				
People in central office:				
Professional?	100	72	53	52
Non-professional?	9	28	27	23
People in local schools:				
Professional?	55	50	7	36
Non-professional?	9	11	13	11
How is this in-service training carried out:				
Meetings?	73	67	40	59
Workshops?	9	33	40	30
Classes?	9	11	7	9
Closed circuit TV?	9	28	7	16
Person to person:				
As a formal obligation?	18	22	0	14
On an informal basis?	55	61	13	43
B. Have any of your people had training elsewhere specifically in communications or PR?				
Yes	18	50	13	30*
No	36	11	53	32

(*Public relations (2); school-community relations (1); public

STAFFING FOR INFORMATIONAL ACTIVITIES, cont'd.

	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
speaking (3); personnel work (1); managerial training (1); job experience (1); part-time writer and reporter (1); "as part of teacher education" (1))				
C. Do you employ anyone whose major field of specialization is communications or PR?				
Yes	0	6	0	2
No	82	83	93	86
D. Do you feel that training of any of your people in communications or PR is:				
Necessary?	55	28	20	32
Desirable?	36	44	47	43
Unnecessary?	0	17	20	14
E. Do you receive help in assembling, producing, or communicating information from staff sources other than your own:				
Publications services:*				
Writing, editing?	82	61	60	66
Clerical or stenographic?	64	61	20	48
Graphic arts?	64	61	53	59
Photography?	64	56	53	57
Reproduction?	82	67	60	68
Audio-visual media, techniques?	64	39	40	46
Research services:*				
Collection of data?	82	61	27	55
Data processing?	82	50	47	57
Analysis and interpretation of data?	73	56	7	43
Other?	0	6	0	2
(* A small percentage of Group 2 used contractual services for graphic arts, photography, and reproduction. A very small percentage of Group 3 used outside consultants for help with writing, editing, and data processing.)				
F. Is any of your professional staff				

STAFFING FOR INFORMATIONAL ACTIVITIES, cont'd.

	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
assigned specifically to informational activities?				
Yes	55	22	13	27
Formally assigned?	36	17	7	18
Informally assigned?	27	6	7	11
From central office?	18	22	13	18
From local school?	27	0	0	7
No	36	67	87	66
G. How many hours per week do you yourself devote to informational activities:*				
During regular hours of employment?	14	12	14	13.5
Evenings and weekends (overtime)?	4	6.5	4	4.5
(* Reported as average per group)				
POLICIES AND PROCEDURES RELATING TO INFORMATIONAL ACTIVITIES (Question V)				
A. Are your informational activities:				
Defined by formal, written policy?	64	67	40	57
Defined by tradition or usage?	73	50	33	50
Part of a long-range plan?	18	22	20	21
Intermittent and pragmatic?	46	17	7	21
B. Do you require formal authorization for your informational output:				
For dissemination within your own area of responsibility?				
Yes	9	33	20	23
No	73	28	40	43
Sometimes	18	28	27	25
For system-wide dissemination?				
Yes	82	78	73	77
No	9	0	7	5
Sometimes	9	6	13	9
From whom?				
Superintendent			13*	5
Assistant Superintendent	82	67	33	59
Director		11	13	9
(* Payroll; Budget)				
C. Do you require coordination with other offices for:				
Scheduling?	91	61	27	57
Secretarial work?	64	61	13	46

POLICIES AND PROCEDURES RELATING TO INFORMATIONAL ACTIVITIES, cont'd.

	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
Printing?	100	72	40	68
Distribution:				
Internal ("pony express")?	73	33	33	43
External (addressing and mailing)?	27	28	27	21
Access to documents, resource materials?	73	56	20	36
Technical help (publications services)?	82	72	53	68
Data processing, statistical analysis?	100	50	60	66
D. Does your budget include funds for informational activities?*				
No	-	-	-	30
(* See "Tallies," fourth paragraph)				
EVALUATION OF INFORMATIONAL ACTIVITIES (Question VI)				
A. Do you regard the informational activities of your office as:				
A major part of its responsibilities?	55	67	53	59
A minor part of its responsibilities?	0	22	40	23
Not well defined or clearly perceived?	46	6	7	16
B. Is there any formal procedure for evaluating your informational activities:				
Staff discussions?	55	39	33	41
Questionnaires?	0	11	0	5
Interviews?	0	11	0	5
Analysis of citizen communications?	9	6	7	7
Analysis of news coverage?	9	0	0	2
Other?	0	0	7*	2
(* "Consultants")				
WHAT ARE YOUR PERSONAL SUGGESTIONS FOR STRENGTHENING MONTGOMERY COUNTY'S SCHOOL-COMMUNITY INFORMATION SERVICES? (Question VII)				
No answer	0	44	33	30

SUGGESTIONS, cont'd.

	(1) Ed. Admin.	(2) Instr., etc.	(3) Bus. & Fin.	Total A & S
Single suggestions, briefly expressed	36	28	40	34
Multiple suggestions, thoughtfully expressed	64	28	27	36

SUGGESTIONS

WHAT ARE YOUR PERSONAL SUGGESTIONS FOR STRENGTHENING MONTGOMERY COUNTY'S SCHOOL-COMMUNITY INFORMATION SERVICES?

The following are the suggestions made in response to this question, in order of frequency. The tallies reported below are the actual counts of the number of times each suggestion appeared.

"A formally structured Office of School Public Relations."	13
A full-time professional director of School PR." The descriptive adjectives most frequently used were "highly qualified" and "expert."	10
"Workshops for administrators, varied school personnel, and specially identified parents, on school-community relations."	5
"A coordinator for internal communications."	5
"Citizen involvement in advisory committees on curriculum, instruction, school PR, parent and citizen education, etc."	3
"Staff development to improve our communications abilities."	2
"Better internal communications to local schools: principals and teachers."	2
"Accurate referral of inquiries from public."	2
"A speakers bureau, with audio-visual support."	2
"Arrange for formal and informal visitations of parents in the schools."	2
"The best PR is what goes home with a happy child."	2
"More clear-cut procedures for staff on types of communication (e.g., clearance for release of information involving policy or personnel)."	1
"Allocated PR person in each school, office, department, etc., with time allocated for this function."	1

"Meetings with small groups, such as civic groups, where interest in property and tax dollars is high."	1
"Involve parents as resource people."	1
"Involve parents in our many on-going projects."	1
"More local school newspapers."	1

A few of the comments made by individual respondents are quoted verbatim below. They are offered not only for what they say, but to indicate the quality of interest expressed by some A & S staff members in school-community relations.

> "Each employee at some time or other acts in the capacity of a PR person. This is not the sole responsibility of a division or staff person but only a part of the whole. What we say or do as individuals has an impact on our public image. Too often I feel that staff personnel give answers to questions when they are not fully knowledgeable of the subject matter, or they refer the question to the wrong person. It seems to me that if a staffer does not have the answer he should say so, take the caller's name and phone number, find the correct person who has the answer, and give that person the caller's name and phone number so that he can respond."
>
> "A general breakdown that annoys the public greatly is the 'hit and/or miss' system of contacting the right person for specific information."
>
> "Many times I have heard school principals say they did not know where to get information. Again, some one person in the central office should act as a clearing house to eliminate this type of complaint."
>
> "Strengthen the teacher's role. Evaluate the services at the classroom level."
>
> "Provide all personnel, especially teachers and principals, with more information about the status, plans, and accomplishments of the school system--perhaps through regular staff newsletters and factbooks and brochures (in addition to the Superintendent's Bulletin)."

PROFILES OF INFORMATION TRANSFER

The figures in the left-hand columns of the following tables represent the number of people in each of the three groups of respondents who had informational contact with other school staff or citizen groups (Tables I and III), or who exchanged information with other operational groups in the Board of Education (Tables II and IV).

Each figure is an average of all the tallies under each school staff or citizen category in Questions II-A and III-A, or under each operational category in Questions II-B and III-C (see Questionnaire, Appendix I), expressed as the percentage of total respondents in each of the three administrative and supervisory (A & S) groups. No "other" responses were included in the averages. Few respondents specified what "other" meant; therefore, it was impossible to judge whether or not "other" was correctly categorized.

The figures in the right-hand columns report the same information as in the left-hand columns, on the scale: 1-25% = 1+; 26-50% = 2+; 51-75% = 3+; 76-100% = 4+.

TABLE 1

OUTGOING INFORMATION: CONTACTS

"Talk TO"	Group 1: Ed. Admin.		Group 2: Instructional		Group 3: Bus. & Fin.	
School Board	83%	4+	94%	4+	87%	4+
Central professional staff	97	4+	76	4+	59	3+
Local professional staff	100	4+	83	4+	47	2+
Supporting services personnel	75	3+	23	1+	56	3+
Out of country professionals	66	3+	81	4+	45	2+
Citizens	82	4+	55	3+	45	2+
News media	82	4+	56	3+	23	1+

TABLE 2

OUTGOING INFORMATION: CONTENT

"Talk ABOUT"	Group 1: Ed. Admin.		Group 2: Instructional		Group 3: Bus. & Fin.	
School Board activities	91%	4+	28%	1+	40%	2+
Instruction	95	4+	58	3+	12	1+
Personnel: professional	85	4+	61	3+	11	1+
Personnel: supporting services	58	3+	28	2+	27	2+
Pupil services	88	4+	31	2+	5	1+
School facilities	62	3+	21	1+	53	3+
School services	82	4+	24	1+	41	2+
Financial services	73	3+	16	1+	56	3+
Research	100	4+	83	4+	27	2+
Montgomery Junior College	82	4+	28	2+	40	2+

TABLE 3

INCOMING INFORMATION: CONTACTS

"Hear FROM"	Group 1: Ed. Admin.		Group 2: Instructional		Group 3: Bus. & Fin.	
School Board	100%	4+	56%	3+	40%	2+
Central professional staff	94	4+	87	4+	65	3+
Local professional staff	98	4+	76	4+	55	3+
Supporting services personnel	84	4+	29	2+	65	3+
Out-of-county professionals	52	3+	81	4+	52	3+
Citizens	86	4+	63	3+	53	3+
News media	78	4+	64	3+	33	2+

TABLE 4

INCOMING INFORMATION: CONTENT

"Hear ABOUT"	Group 1: Ed. Admin.		Group 2: Instructional		Group 3: Bus. & Fin.	
School Board activities	91%	4+	50%	2+	40%	2+
Instruction	92	4+	62	3+	10	1+
Personnel: professional	94	4+	74	3+	7	1+
Personnel: supporting services	70	3+	33	2+	20	1+
Pupil services	96	4+	39	2+	8	1+
School facilities	98	4+	24	1+	57	3+
School services	91	4+	26	2+	48	2+
Financial services	87	4+	25	1+	59	3+
Research	100	4+	89	4+	27	2+
Montgomery Junior College	82	4+	39	2+	47	2+

ADDITIONAL INFORMATION

Follow-up telephone calls and reference to recent Board of Education publications indicate that a considerable amount of informational activity is going on, directly or indirectly. These efforts are roughly categorized, in the following pages as (1) professional or organizational affiliations, (2) staff orientation, (3) internal communications, (4) external communications, (5) publications services and media use, and (6) management survey.

Professional or Organizational Affiliations

Under Questions II-A, 5 and III-A, 5, respondents listed the following (almost all by initials only):

Groups 1 and 2

HEW - Department of Health, Education and Welfare
USOE - U. S. Office of Education
NEA - National Education Association
MSTA - Maryland State Teachers Association
MCEA - Montgomery County Education Association
AASA - American Association of School Administrators
- Maryland Secondary School Principals' Association
ASCD - Association for Supervision and Curriculum Development
MASCD - Maryland Association for Supervision and Curriculum Development
- National Councils of Teachers (subject divisions of the NEA)
MLAA - Modern Language Association of America
AVA - American Vocational Association
AIAA - American Industrial Arts Association
APGA - American Personnel and Guidance Association
- "Personnel Associations"
AAJC - American Association of Junior Colleges
MAJC - Maryland Association of Junior Colleges
APCRA - American College Public Relations Association
NSPRA - National School Public Relations Association

Group 3

HEW
USOE
NEA
MSTA
ASBO - Association of School Business Officers
ASFSA - American School Food Services Association
- Home Economics Association
HHFA - Housing and Home Financing Agency
- "Federal and State agencies"

Staff Orientation

Pre-school orientation days ("Pre-School Conference Week") are now general in scope, decentralized, and oriented mostly to subject content or to the local school program.

"In 1965-66 there were approximately 920 professional employees new to the school system. Because of the problems encountered in the past orientation programs for such a large number, the 1965 orientation program was decentralized. . . . All principals and staffs spent a major part of the five-day period in their assigned school."[1]

"For each new employee the Office of Staff Development prepared a packet of materials which included letters of welcome from the president of the Board of Education, the superintendent of schools, the president of the Montgomery County Council of PTA's, and the president of the Montgomery County Chamber of Commerce; Toward Master Teaching, a guide for teacher self-evaluation; Know Your County, a League of Women Voters publication; the Program of Studies, 1965-66; a county school site locations map; an organizational plan of the Montgomery County Public Schools; a packet of informational materials from the Department of Financial Services; Educational Values of School Lunch; and brochures from Montgomery Junior College."[1]

"The five-day period included an expanded use of educational television as a medium of communication. . . . The first [telecast] was a program wherein the Board of Education chairman, superintendent, and deputy superintendent welcomed all employees of the Montgomery County Public Schools for the 1965-66 school year. The second telecast centered around the MCPS (Montgomery County Public Schools) Tax-Sheltered Annuities Program. . . . Pre-telecast materials had been prepared and mailed to all employees for study and preparation prior to the actual telecast by the Department of Financial Services."[1]

In August, 1965, a two-day orientation program for approximately 55 new office personnel included "a presentation by the superintendent on the Montgomery County Public Schools and its organizational pattern; slides with taped narration of 'the role and importance of office personnel'; guided tours of the Washington, Lincoln, and Monroe Centers to meet director and staffs and to see the kinds of activity carried on by each office; presentations by appropriate personnel on policies and procedures as they relate to leaves, employee benefits, salary and the evaluation of the secretarial and clerical groups, and presentations by selected office directors of . . . procurement, instructional materials, means of communicating within the school system, school funds, payroll, and general procedures for ordering."[1]

In 1964 the Annual Report of the Department of School Services suggested that "a personnel handbook should be developed to acquaint employees with the system."[2] Such a handbook is now being developed by a staff committee. A new resource position in the Office of Staff Development has also been approved in the FY 1967 Budget Request for the development of orientation and in-service programs for supporting services personnel.

Most other current orientation programs for the non-professional staff are basically vocational and are limited to the office or division in which the new employee will be working.

Internal Communications

The "pony express" is a system of panel truck deliveries to and from the central offices and the local schools. Originally, the "pony" visited each school only once or twice a week, but the communications load has increased as materials and resources available to the instructional program have increased, and ordering and processing of books and supplies have been centralized; the "pony" now visits each school every day. Items such as audio-visual materials, for example, may be ordered ahead from the Department of Instructional Materials, and will be delivered to the local school "by pony express" on the day requested.

Regular, current staff publications include the Superintendent's Budget Requests, the annual reports of all offices to the Board of Education, edited minutes of School Board meetings, and Policies and Procedures, the Administrative and Supervisory Handbook for the Montgomery County Public Schools.

The administrative newsletter, "The Superintendent's Bulletin," carries a weekly calendar of events; changes in policies and procedures; announcements of courses, classes, meetings, and workshops; notices about in-school drives, health check-ups, forms or reports due, etc.; new instructional materials; and employment opportunities in the Montgomery County Public Schools. The Bulletin is currently being expanded somewhat to include material from the Office of Curriculum Development, the Department of Instructional Materials, and the Budget Office, each of which previously has published its own newsletters or bulletins from time to time.

"School Board Flashes," a distinctive, single, pink sheet, is sent routinely via pony express to every school employee within a day after a School Board meeting. Its purpose is to inform the staff of decisions made or actions taken by the School Board: appointments, transfers, leaves and resignations; observances of special occasions; approval of new programs, etc.

The Guidance Office publishes its own monthly newsletter, which goes to the entire administrative and supervisory staff and to all counselors. The Physical Education supervisor also sends out frequent newsletters to physical education teachers in the local schools.

Other staff publications include the 1965 edition of the Manual on School Organization of the MCPS, which was mailed out to all administrative and supervisory personnel in July 1965, and Student Teaching in the Montgomery County Public Schools, revised in August 1965, which was sent to all of Montgomery County's cooperating teachers (to whose classrooms student teachers are assigned).

The superintendent continues to hold monthly meetings with the administrative and supervisory staff, usually on the day after a scheduled all-day School Board meeting, "so that he may interpret to his staff all new and significant Board of Education policy changes and actions."[1] These meetings deal with a wide range of subjects, and occasionally touch briefly upon general aspects of good school public relations; they are not basically designed for exploring such subjects in depth.

An annual two-day workshop in Human Relations is held during the Easter vacation, in conjunction with a program on Human Relations at the University of Maryland. It is designed for the administrative and supervisory staff but not restricted to it; attendance is voluntary, and for the past two years there have been 90-100 participants, including a few teachers. The theme of the 1965 workshop was "How the Public Sees Its Schools," and the main speaker was a professional practitioner in public relations.[1] The 1966 workshop was "designed to assist administrators in perceiving and reacting to teachers' needs."

Numerous workshops and study groups meet during the school year "to help teachers improve methods of teaching, become more knowledgeable in subject fields, and increase their understanding of children."[1] All these groups are instructionally oriented; none of them is specifically relevant to internal or external communications.

Area directors meet regularly once a month with all the school principals in their areas. The agendas of these meetings vary, but they are oriented toward current administrative problems and area needs.

The superintendent also meets one afternoon a week with teacher delegates from each of the County's schools. The schools are grouped geographically for this purpose (not the same grouping as the twelve directoral areas), and are scheduled on a rotating basis so that each teacher delegate meets with the superintendent once a month. Meeting dates are announced beforehand in the Superintendent's Bulletin. These meetings are described as lively and informal.

The Annual Report of the Office of Research, 1964-65, describes two planned pilot studies:

> "A study of principals' percepts: (1) of the process of intercommunication between community and school, and (2) of the strengths and weaknesses of selected procedures in school public relations."
>
> "A study of teachers' percepts of issues at the classroom level that have public relations implications."[3]

External Communications

State school law requires that the superintendent make an annual report of his stewardship to the public. In recent years, these annual reports have tended to concentrate on one aspect of the school program in depth--for example, curriculum, school construction, the junior college, special services, etc. Traditionally, the report has been transmitted to parents via their school children, after the parents signed request slips and sent them in to their principals. Copies are also placed in the public libraries, area banks, etc. This year no request slips were solicited, and the superintendent's report was not distributed through the schools; even influencial, pro-school civic leaders have not yet received copies.

In April 1964, the superintendent initiated a new, four-page newsletter entitled "Report to Parents." Two issues have thus far appeared, each designed to carry a maximum amount of information about a single theme. The 1965 issue centered upon "Excellence in Teaching and Quality in Education in Montgomery County"; the February 1966 issue dealt with "The End Product," a picture of the graduates of the Montgomery County schools. These newsletters are well-designed, well-written, and informative. They are also distributed to the community via the school children; however, in many instances, they do not get through to parents.

A new 32-page booklet has been written for parents of new registrants in the elementary schools, K-6. Copies of The First Seven Years will be distributed at the time of registration for the 1966-67 school year.

A new four-page leaflet has also been produced for the use of staff speakers. The "Capsule Statistical Sheet" lists facts about Montgomery County; school system size and growth; school expenditures; class sizes; student transportation, diploma requirements, special services, etc.; and information about teachers' salaries, professional qualifications, etc. The "Capsule Statistical Sheet" was based on the questions commonly asked staff members at public meetings, and it is designed to be easily and frequently updated.

Central administrative and supervisory staff members receive and accept many requests to speak, and such engagements account for a good part of the overtime hours they attributed to informational activities. They are, by and large, very available to speak to PTA's, civic, service and business groups, women's clubs, professional associations, etc. Requests "for a speaker" are routed haphazardly to the appropriate Board of Education office, or requests may be made for a specific, favored speaker, usually by a knowledgeable organization chairman who has heard the staff member before. These requests are not centrally received, referred, or scheduled. Montgomery Junior College maintains a Speakers' Bureau, which makes available to the public a small brochure containing the names, photographs, academic qualifications, experience, and preferred topics of each of its speakers. Requests for speakers are scheduled through the Public Information Office.

School Board meetings are regularly scheduled on the second Tuesday of each month (all-day), and on the second Monday evening following the second Tuesday. Notices containing the date and agenda of forthcoming School Board meetings are routinely distributed to the school staff, and are mailed to interested citizens upon request.

Audio-visual support for speakers, in addition to the 1964 slide talk on school services, includes two new slide talks on teacher-personnel and on business management, and one in preparation on instructional materials. These talks require knowledgeable speakers, however, especially to answer questions from the audience. The Department of Instructional Materials maintains a very large film library, and films may be borrowed by citizen organizations for school-related purposes. Organization representatives may arrange to preview films by appointment in a small projection room at the Monroe Center.

The Curriculum Laboratory, in the Educational Services Center, stocks samples of all texts and curriculum guides used in the Montgomery County Public Schools. Citizens are free to consult the curriculum library, which is open on weekday evenings, although they may not sign materials out. (Very few citizens know, however, that this service is available.)

The 1965 summer program under Project Head Start included "maximum direct involvement of parents and use of volunteers and resource persons from the school staff and community."[4] This pre-school program actively enlists the participation of many parents from rural and economically underprivileged areas in the county who have never before had personal contact with school activities.

In one favorably-received effort to establish informal, social contacts between schools and their parent communities, three adjacent area directors joined together to stage a series of biannual, invited dinners for their area school principals, PTA presidents and vice-presidents, and trustees. These dinners were held at one of the area high schools. Students from several schools decorated the tables, student singing groups entertained, and a currently visiting consultant to the Board of Education was invited as a guest speaker. The superintendent and other top administrators from the central staff were invited to sit at the head table and were introduced but not asked to speak.

In January 1966, the School Board approved the position of a second administrative assistant to the superintendent, with the understanding that he would be charged with responsibility for information and community relations.

Publications Services and Media Use

In the FY 1966 School Budget, a new Publications Service Section was created by the Board of Education to centralize and coordinate those duplicating, clerical, graphic arts, and editorial services which had formerly been separated under the Office of the Superintendent, the Department of Instructional Materials, and the Office of Curriculum Development. This new section is responsible for the publication of all internally-produced instructional materials (course of study guides, curriculum bulletins, audio-visual materials, etc.), as well as for the design and production of reports, handbooks, informational materials, etc.

In the spring of 1965, "within the over-all in-service framework, [four new TV] programs were designed to improve communications between staff and teachers and between teachers and other teachers; to introduce new materials, techniques, and services; and to acquaint teachers with new or unusual programs. More than 4000 teachers"viewed the first program, which was an unrehearsed interview of the superintendent by four classroom teachers. A second program was a TV tour of the Instructional Services Center, and was designed to acquaint classroom teachers with its equipment and facilities. The last two programs dealt with instructional topics.[1]

Two new TV programs are now in preparation for the use of cooperating teachers, in modern mathematics and in physical education. These TV programs are accompanied by printed study guides. The viewer records his reaction to the program on a tear-sheet in the study guide and returns this evaluation to the Office of Staff Development.

Notices of School Board meetings and major school events are sent to area news media, but coverage is unpredictable and often by inexperienced reporters who are unfamiliar with school personnel or with the background of school issues. Folders containing the materials the Board is considering are available to reporters who attend School Board meetings, as well as to about half a dozen Montgomery County citizens' organizaions whose representatives regularly attend Board meetings.

In November, 1965, during National Education Week, the Montgomery County Sentinel published a 12-page special supplement on "Creativity in Our Schools," featuring samples of student art and writing selected for the Sentinel by the Montgomery County Education Association.

Management Survey

In September 1965, the management consultant firm of Booz-Allen and Hamilton, Inc., transmitted to the Board of Education the results of a management survey the Board had commissioned in a report titled, "Audit of Administration, Organization and Operations, Montgomery County Public Schools." Among the report's recommendations were the following:

1. Continue to strengthen the area concept of organization.

2. Divide the functions of instructional and personnel services into two separate offices, each headed by an assistant superintendent.

2. Create separate Divisions of Guidance Services and Psychological Services.

4. Create a new Office of Management Analysis.

5. Re-examine the necessity for staff meetings: type, frequency, personnel, etc.

6. Develop a formal, long-range planning effort, to include community needs and enrollment projections.

This report has stimulated intensive consideration by the administrative and supervisory staff, and has itself served as a useful vehicle to expedite communications.

REFERENCES

1. Annual Report of the Office of Staff Development, 1964-65, Homer O. Elseroad, Superintendent of Schools, October 12, 1965, pp. 7, 11, 12, 14, 17, 18, 21.

2. Annual Report of the Department of School Services, 1963-64, Homer O. Elseroad, Superintendent of Schools, September 28, 1964, p. 15.

3. Annual Report of the Office of Research, 1964-65, Homer O. Elseroad, Superintendent of Schools, October 12, 1965, p. 15.

4. "Community Action Program, Montgomery County Public Schools: Work Program-Preschool Proposal," 1965-66," p. 1.

SECTION B-V

CONCLUSIONS

FACTUAL

1. The Assistant Superintendent for Administration, the Administrative Assistant to the Superintendent, and the Area Directors are currently responsible for a large part of the administrative and supervisory staff's communications and information services, both internal (staff) and external (public).

2. The administrative and supervisory staffs for instruction, personnel, pupil services, etc., have little informational contact with supporting services, and receive little information about them.

3. The administrative and supervisory staffs for instruction, personnel, pupil services, etc., have little informational contact with business and financial services, and receive little information about them.

4. The administrative and supervisory staff for business and financial services has little information contact with instructional personnel that relates to the instructional program; it receives very little information about the instructional program as a whole.

5. The central administrative and supervisory staff receives relatively little information about pupil services, except in the areas of testing and guidance. The administrative and supervisory staff for business and financial services receives almost no information about pupil services.

6. Administrative and supervisory staff members have extensive informational contacts with national, state, and local organizations in education and related fields of specialization, through meetings, journals, publications, consultants, etc.

7. The administrative and supervisory staff as a whole has a fairly high rate of informational contacts with citizens: in groups, as individuals, and through the news media. These contacts are not coordinated through any central office or staff officer.

8. Although local school trustees are legally designated as official links between their school communities and the Board of Education, trustees have a very low rate of informational contacts with central administrative and supervisory staff members that relate to non-administrative matters.

9. Many administrative and supervisory staff members devote a good deal of time to informational activities, over and above their assigned responsibilities.

10. Current in-service training in communications or public relations is composed of parts of other administrative and supervisory programs basically designed to serve other purposes. Continuity and coordination of informational practices is achieved largely through informal personal contacts.

11. The new Publications Service Section of the Board of Education fills a real need. A very large proportion of the central administrative and supervisory staff requires the kind of help the new section is designed to provide in the preparation of communications.

12. No parallel office exists within the Board of Education for the coordination of access to information, the scheduling of informational activities, or the distribution of informational materials; nor are there well-defined policies or procedures which govern these services. Clearance for release of specific informational output is generally obtained, directly or indirectly, from the assistant superintendents or the Council on Instruction.

13. Most of the central administrative and supervisory staff feels that on-board expertise in communications or public relations is either necessary or desirable, and would prefer that this be available in the form of an office of school-community information services, staffed by highly qualified personnel.

14. Almost no formal procedures exist for the evaluation of the central staff's present informational activities.

INTERPRETIVE

1. Clearly, the central administrative and supervisory staff lacks neither the will nor the energy to communicate effectively. Its many current informational activities are ample evidence of its recognition of the need for good school-community information services.

   Failures in the effectiveness of school-community communications appear to be related to three basic deficiencies in the present information program:

   a. Aim - Delineation of "target audiences," with corresponding changes in message content, style, and methods of communication

   b. Evaluation - Planned collection, measurement, and evaluation of communications feedback, without which it is impossible to evaluate the effectiveness of informational services

   c. Planning - Formal, long-range planning based on analysis of information and communications needs.

2. Many of the regular responsibilities of central administrative and supervisory staff members are to a considerable extent informational. Sometimes it can be very difficult to distinguish between doing one's assigned job well, and doing "public relations." Conceptually, there is no

difference. One of the premises upon which a good school-community information program is based is that the school program must be reasonably sound and well run at the outset.

Operationally, there is a great deal of difference in the degree of expertise that can be brought to the information function in terms of communications background, technical knowledge and a methodical approach to planning. A high degree of professionalism in a field of specialization in education does not guarantee an equivalent degree of professionalism in the field of communications.

3. Members of the administrative and supervisory staff may have institutional as well as personal reasons for becoming defensive in their informational relations with the citizen community. In both the local schools and the central office, lack of clear-cut policies and procedures leaves staff members uncertain as to the quality of administrative support and protection afforded their informational activities. Under these circumstances they may tend to be overcautious about disclosing unpleasant facts, or even about providing any potentially significant information at all.

4. Many of the communications problems which now devolve upon the assistant superintendents and the area directors might be handled more advantageously at the local school level by local school principals.

   In order for local school principals to function effectively in a communications role, however, they would need:

   a. Clear procedural guidelines within which to exercise local authority

   b. Clear channels of communication through which to offer or to seek information

   c. Expert help and advice on assessing the true nature of their school communities

   d. Assistance through in-service programs to act with maximum effectiveness in interpersonal situations.

5. Good communications is a condition of institutional health. The larger the institution, the more its parts are susceptible to the ills characteristic of poor communications: misunderstanding, suspicion, resentment, and alienation. Multiple and often conflicting pressures upon school staff members, external as well as internal, make them excessively vulnerable to the effects of poor communications. Under these circumstances they may become deliberate spokesmen against the schools, even while they are employed by the schools and can claim full authority for being "on the inside."

6. Parents and professional school personnel tend, honestly and realistically, to think about the education of children within different frames of reference.

Parents want the benefits of educational changes to be immediate, lest their children progress through school before they can profit from them. Parents tend to focus upon individual teachers and upon individual pupil-teacher relationships as indices of educational efficacy. Parents do not easily accept statistics as trustworthy measures of a school system's successes or failures; they tend to measure success or failure in terms of their own children.

Professional school personnel, on the other hand, are accustomed to dealing with complex problems of state school law, curriculum reform, teacher retraining, etc.; the shortest interval by which they measure system-wide change is usually five years. The administrative and supervisory staff tends to focus upon administrative efficiency as an index of educational efficacy because it cannot afford to operate inefficiently, whatever the educational rationale. And the school system measures achievement in terms of statistics because it deals with an enrollment of over 100,000 children.

A good school-community relations program must enable the schools and the parent community to accomodate, if not reconcile, these differences. Advisory committees or study groups in which both the schools and the citizens are represented could function as models of the larger school community, in which such differences could be explored in an atmosphere of mutual concern and a mutual search for understanding.

SECTION B-VI

RECOMMENDATIONS

Conclusions and recommendations that outline the essential elements of a good program of school-community information services are to be found at the beginning of this volume under SUMMARY: CONCLUSIONS AND RECOMMENDATIONS. A much expanded discussion of these elements and of the methodical building of a new school-community information program may be found under SCHOOL COMMUNICATIONS AND THE PUBLIC: PROFESSIONAL HANDBOOK FOR SCHOOL-COMMUNITY INFORMATION SERVICES.

The above conclusions and recommendations will not be repeated here. It must be understood, however, that they form the indispensable foundation upon which to base any additional recommendations that apply specifically to the Montgomery County Public Schools.

Based on the foregoing survey of the informational activities of the central administrative and supervisory staff of the Montgomery County Public Schools, the following additional recommendations are offered:

1. A planned, formal, long-range program of school-community information services should be established by the Montgomery County Board of Education, to be administered through an Office of School-Community Information Services, and to be headed by a Director of School-Community Information Services. The Office and the director should be immediately responsible to the Superintendent of Schools.

2. Emphasis should be placed on a decentralized operational program, as dictated both by the size of the Montgomery County Public School System and by the direction of current changes in its administrative and instructional organization.

3. Local principals and school staffs should, therefore, receive assistance toward the development of improved local school-community information services, through (a) provision of accessible, up-to-date information about the school system, (b) Board of Education policies and procedures that define, support, and encourage appropriate informational activities, and (c) in-service training designed to enhance the communications capabilities of individual school staff members.

4. Programs of in-service training for the improvement of communications capabilities should (a) be practical in terms of local situations, (b) be oriented to the real needs and concerns of school and community, and (c) emphasize the development of substantive skills in interpersonal relations.

5. School-community information services should be regarded in the fullest possible sense as a two-way process: an exchange of information. A major effort should be made, therefore, to develop formal, professional procedures by which to collect, measure, and evaluate communications feedback from Montgomery County's various school staff and citizen "target audiences." Such evaluations should not be directed toward crisis situations, but should be part of a continuous program of school-community information services.

6. Analysis of Montgomery County's communications feedback should result in the design of varied content, style, and methods of communication for the different school staff and citizen target audiences. The Montgomery County school story needs not only to be told, but to be heard, understood, and incorporated into the hearer's subsequent attitudes and reactions toward the schools.

7. Information for internal support of school-community information services should be designed to close demonstrated gaps in the familiarity of school staff members with all segments and services of the Montgomery County Public Schools. Brochures or "factbooks" about the organization, size, personnel, functions, activities, and special characteristics of each of the Board of Education's administrative and supervisory services might be useful adjuncts to an internal information program.

8. Improved methods should be developed for transmitting information about the Montgomery County Public Schools to influential, interested citizens. A central file of their names, mailing addresses, schools (for delivery by "pony express"), and community affiliations should be established and kept current. Consideration should be given to including them automatically in the distribution of certain categories of Board of Education communications to the professional staff, to school employees as a whole, and to the citizen community.

9. Joint participation in a wide variety of advisory committees and study groups, at both the local and the County levels, should activate a continuing dialogue in depth between the schools and the citizen community. In a setting in which the declared ground rules should include the obligation to be mutually constructive, to learn facts, and to try to identify "actual" as well as "perceived" needs, school and citizen participants alike--both friend and critic--might be expected to gain a more reflective attitude toward the schools, toward each other, and toward what each can contribute to the better education of children.

APPENDIX I

RESEARCH INSTRUMENT: THE QUESTIONNAIRE

SCHOOL-COMMUNITY INFORMATION STUDY

Suburban Area Study Group
Montgomery County, Maryland

1964-1965

To the participating members of the Administrative and Supervisory Staff,
Montgomery County Board of Education:

Every department, office, division, supervisory service, and school in the Montgomery County School System is responsible for some informational output, formal or informal, which is addressed to school staff members or citizens or both. Similarly, citizens and school staff members approach the School System with information, questions, complaints. Techniques have been developed for handling these informational activities, some of them required by law or policy, others varied and pragmatic.

In its broadest sense, transmitting and receiving information is the full-time occupation of every professional educator, contingent upon the information's quality, honesty, and worth. For the purposes of this questionnaire, however, informational activities are being defined in a much more limited sense as the practice of the skills of communications and public relations (planning, writing, media, conferencing techniques, etc.).

The following questions are being asked of key administrative and supervisory staff members simply to delineate the present purposes, organization, and scope of the informational activities of their departments, offices, divisions, supervisory services, and schools. Their answers will enable each participant to gain a more comprehensive view of the Board of Education's informational resources and facilities, and of mutual opportunities to evaluate, coordinate, and improve them.

- - - - - - - - - - - - -

Unless otherwise specified, please try not to answer any question as an individual. Instead, try to answer as if you were an aggregate of all the professional members of your department, office, division, supervisory service, or school, representing their combined functions. The twelve area supervisors should answer for their areas rather than as representatives of the entire Office of Administration.

If you need additional space to explain or to qualify any answer, please use the back of the page on which that question appears.

You might want to gain a clearer idea of the questionnaire's over-all scope by flipping through it before you begin on Page 1.

I. What is the title of your department, office, division, supervisory service, or school (specify only whether elementary, junior high, or senior high)?

What is your own job title?

II. OUTGOING INFORMATION

A. Does your department, office, division, supervisory service, or school communicate OUTGOING INFORMATION about its actions, functions, or responsibilities TO any of the following target audiences (this means the audience for which the information is ultimately designed, regardless of the steps or channels involved)? In other words, "Who are you talking to?" (Check more than one, if appropriate.)

1. School Board? ____

2. Professional staff in central office:
    - Administration? ____
    - Instruction? ____
    - Personnel? ____
    - Student services (guidance, testing, psychological services, pupil-personnel, student health, pupil accounting)? ____
    - Business and financial services? ____
    - Research? ____
    - Other? ____

3. Professional staff in local schools:
    - Principals? ____
    - Teachers? ____
    - Librarians? ____
    - Counselors? ____
    - Other? ____

4. Supporting services:
    - Cafeteria? ____
    - Clerical? ____
    - Custodial? ____
    - Maintenance? ____
    - Transportation (pupil)? ____
    - Other? ____

5. Out-of-County professional educators:
    - Nearby school systems? ____
    - State Board of Education? ____
    - Teacher training institutions? ____
    - State or national education organizations (please specify)? ____
    - Other? ____

6. Citizens:
    At large? ____
    Organizations? ____
    Advisory committees? ____
    Trustees? ____
    Individuals in local situations? ____
    Other? ____

7. News media:
    Press? ____
    Radio-TV? ____
    Other? ____

8. Other? ____

B. In which of the following categories does this outgoing information fall? In other words, "What are you talking ABOUT?" (Check more than one, if appropriate.)

1. School Board activities? ____

2. Instruction:
    Instructional program K-12? ____
    Summer school program? ____
    Adult education program? ____
    Special education? ____
    Curriculum development? ____
    Instructional materials? ____
    Supervision? ____
    Other? ____

3. Personnel:
    Professional staff:
        Recruiting? ____
        Administration (certification, assignment, coordination, evaluation, etc.)? ____
        Staff development and in-service training? ____
        Other? ____

    Non-professional staff:
        Recruting? ____
        Administration? ____
        In-service training? ____
        Other? ____

4. Student services:
    Guidance? ____
    Testing? ____
    Psychological services? ____
    Pupil-personnel work? ____
    Student health? ____
    Pupil accounting? ____
    Other? ____

5. Business and financial services:
    School facilities (physical plant):
        Planning? ____
        Site acquisition? ____
        Construction? ____
        Maintenance? ____
        Other? ____

    School services (operation, supporting services):
        Building operations and safety? ____
        Procurement (supplies, non-instructional materials)? ____
        Supply management (inventory, distribution, mail, etc.)? ____
        Transportation (pupil)? ____
        Cafeteria management? ____
        Other? ____

    Financial services:
        Accounting? ____
        Auditing? ____
        Data processing? ____
        Insurance and Federal Aid? ____
        Payroll? ____
        Other? ____

6. Research? ____

7. Montgomery Junior College? ____

8. Other? ____

C. What variety of communications media or techniques for transmitting this outgoing information is used by your department, office, division, supervisory service, or school? In other words, "HOW are you doing this talking?" (Check more than one, if appropriate. Wherever possible, please describe briefly: indicate title and frequency of meeting or publication of committee, workshop, bulletin, etc.

1. Oral:
    Person to person:

	Number of, per			
	Day	Week	Month	Year
Through formal channels? ____				
Through informal channels ____				
Telephone? ____				
Speakers? ____				
Discussion groups, study groups? ____				

	Number of, per			
	Day	Week	Month	Year
Classes? ____				
Workshops? ____				
Advisory committees? ____				
Meetings: For school staff only? ____				
For or including citizens? ____				
Hearings? ____				
Closed circuit TV? ____				
Other? ____				
2. Written: Letters? ____				
Memos? ____				
Newsletters? ____				
Bulletins? ____				
Brochures? ____				
Pamphlets? ____				
Reports? ____				
Other? ____				
3. News media: Through contact with individual reporters, newspeople? ____				
News releases? ____				
Radio-TV? ____				
Other? ____				
4. Displays: Posters? ____				
Audio-visual media (films, film strips, slides, etc.)? ____				
Exhibits? ____				
Fairs? ____				
Other? ____				

5. Other? ____

III. INCOMING INFORMATION

A. Does your department, office, division, supervisory service, or school RECEIVE INCOMING information, questions, or complaints DIRECTLY FROM any of the following? In other words, "Who is talking to you?" (Check more than one, if appropriate.)

1. School Board? ____

2. Professional staff in central office:
    Administration? ____
    Instruction? ____
    Personnel? ____
    Student services (guidance, testing, psychological services, pupil-personnel, student health, pupil accounting)? ____
    Business and financial services? ____
    Research? ____
    Other? ____

3. Professional staff in local schools:
    Principals? ____
    Teachers? ____
    Librarians? ____
    Counselors? ____
    Other? ____

4. Supporting services:
    Cafeteria? ____
    Clerical? ____
    Custodial? ____
    Maintenance? ____
    Transportation (pupil? ____
    Other? ____

5. Out-of-County professional educators:
    Nearby school systems? ____
    State Board of Education? ____
    Teacher training institutions? ____
    State or national education organizations (please specify)? ____
    Other? ____

6. Citizens:
    Organizations? ____
    Trustees? ____
    Advisory committees? ____
    Individuals in local situations? ____
    Other? ____

7. News media:
    Press? ____
    Radio-TV? ____
    Other? ____

B. Through what channels are these incoming communications, questions, or complaints received? In other words, "HOW are they doing this talking?" (Check more than one, if appropriate.)

- Person to person:
  - Through formal channels? _____
  - Through informal channels? _____
- Telephone? ____
- Letters? _____
- Written reports (of organizations, advisory committees, etc.)? ____
- Meetings (of staff, staff or citizen advisory groups, PTA's, etc.)? ____
- Hearings? ____
- News media (stories, editorials, letters to the editor, etc.)? ____
- Other? ____

C. In which of the following categories do these incoming communications, questions, or complaints fall? In other words, "What are they talking ABOUT?" (Check more than one, if appropriate.)

1. School Board activities? ____

2. Instruction:
   - Instructional program K-12? ____
   - Summer school program? ____
   - Adult education program? ____
   - Special education? ____
   - Curriculum development? ____
   - Instructional materials? ____
   - Supervision? ____
   - Other? ____

3. Personnel:
   - Professional staff:
     - Recruiting? ____
     - Administration (certification, assignment, coordination, evaluation, etc.)? ____
     - Staff development and in-service training? ____
     - Other? ____
   - Non-professional staff:
     - Recruiting? ____
     - Administration? ____
     - In-service training? ____
     - Other? ____

4. Student services:
   - Guidance? ____
   - Testing? ____
   - Psychological services? ____
   - Pupil-personnel work? ____

Student health? ____
Pupil accounting? ____
Other? ____

5. Business and financial services:
    School facilities (physical plant):
        Planning? ____
        Site acquisition? ____
        Construction? ____
        Maintenance? ____
        Other? ____

    School services (operation, supporting services):
        Building operations and safety? ____
        Procurement (supplies, non-instructional materials)? ____
        Supply management (inventory, distribution, mail, etc.)? ____
        Transportation (pupil)? ____
        Cafeteria management? ____
        Other? ____

    Financial services:
        Accounting? ____
        Auditing? ____
        Data processing? ____
        Insurance and Federal Aid? ____
        Payroll? ____
        Other? ____

6. Research? ____

7. Montgomery Junior College? ____

8. Other? ____

IV. STAFFING FOR INFORMATIONAL ACTIVITIES

A. Does the Montgomery County School System provide in-service training in communications or public relations for any of the people in your department, office, division, supervisory service, or school?
Yes _____ No _____

In what areas:
    General orientation in communications and public relations? ____
    Conferencing techniques? ____
    Public speaking? ____
    Communications media? ____
    Functions and activities of the Montgomery County School System? ____
    Other? ____

For whom:

People in central office:
Professional? ____
Non-professional? ____

People in local schools:
Professional? ____
Non-professional? ____

How is this in-service training carried out:

Meetings? ____
Workshops? ____
Classes? ____
Closed circuit TV? ____

Person to person:
As a formal obligation? ____
On an informal basis? _ ___
Other? ____

B. Have any of your people had training specifically in communications or public relations elsewhere than in the Montgomery County School System?

Where? ____

When? ____

What sort (course titles or job titles? ____

C. Does your department, office, or division employ anyone at the professional level whose major field of specialization is communications or public relations, rather than education? Yes ____. No ____.

D. Do you feel that training of any of the people in your department, office, division, supervisory service, or school specifically in communications or public relations is:
Necessary? ____
Desirable? ____
Unnecessary? ____

E. Do you receive help in assembling, producing, or communicating information from sources outside your own department, office, division, supervisory service, or school? (Check more than one of these sources of help below, if appropriate.)

	Other Staff members	Contractual services	Outside consultants	Other
Publications services:				
Writing, editing?				
Clerical or stenographic?				
Graphic arts (design, layout, etc.)?				
Photography?				
Reproduction (printing, duplicating)?				
Audio-visual media, techniques?				
Other?				
Research services:				
Collection of data?				
Data processing?				

	Other staff members	Contractual services	Outside consultants	Other
Analysis and interpretation of data (statistics)?				
Other?				
Other?				

F. Are any professional staff members in your department, office, division, supervisory service, or school assigned specifically to informational activities? Yes ____. No ____.

Are these people formally ____ or informally _____ assigned?

Are they central office ____ or local school ____ people?

Approximately what percentage of their regular working day would you estimate that these people devote to informational activities? (Check more than one, if different answers apply to different individuals.)

100%? ____
75%? ____
50%? ____
25%? ____
10% or less? ____

G. How many hours per week would you estimate that you yourself devote to informational activities which are related (broadly interpreted) to the actions, functions, and responsibilities of your department, office, division, supervisory service, or school:

During regular hours of employment? ____
Evens or weekends (overtime)? ____

V. POLICIES AND PROCEDURES RELATING TO INFORMATIONAL ACTIVITIES

A. Which of the following describes the informational activities of your department, office, division, supervisory service, or school? (Check more than one, if appropriate.)

Defined by formal policy which exists in printed form? ____
Defined by tradition or usage, but not by formal policy? ____

Part of a long-range plan for information and communications? ____
Intermittent and pragmatic? ____

B. Do you require formal authorization for the informational output of your department, office, division, supervisory service, or school:

For dissemination within your own administrative or supervisory area of responsibility? Yes ____. No ____. Sometimes ____.

For system-wide dissemination? Yes ____. No ____. Sometimes ____.

If yes, from whom (job title only)? ____

C. Do you require coordination with other departments, offices, divisions, supervisory services, or schools for:

Scheduling (of speakers, meeting dates and places, etc.)? ____
Secretarial work? ____
Printing? ____
Distribution:
    Internal (pony express)? ____
    External (addressing and mailing)? ____

Technical help (graphic arts, audio-visual techniques, etc.)? ____
Data processing, statistical analysis? ____
Other? ____

D. Does the budget of your department, office, division, supervisory service, or school include funds for informational activities:

Personnel (salaries)? ____
Publications (please specify)? ____

Meetings:
    For school staff only? ____
    For or including citizens? ____
Displays? ____
Consultants (in communications or public relations)? ____
Travel (e.g., to meetings of the National School Public Relations Assn.)? ____
Other? ____

IV. EVALUATION OF INFORMATIONAL ACTIVITIES

A. Do you yourself regard the informational activities of your department, office, division, supervisory service, or school as:

A major part of its responsibilities? ____
A minor part of its responsibilities? ____
A responsibility which is not well defined or clearly perceived? ____

B. Is there any formal procedure for evaluating the informational activities of your department, office, division, supervisory service, or school:

Staff discussions? ____
Questionnaires? ____
Interviews? ____
Analysis of citizen communications? ____
Analysis of news coverage? ____
Other? ____

VII. What are your personal suggestions for strengthening Montgomery County's school-community information program(s)?

Thank you for taking the time and trouble to complete this questionnaire!

B. Do you require formal authorization for the informational output of your department, office, division, supervisory service, or school:

For dissemination within your own administrative or supervisory area of responsibility? Yes ____. No ____. Sometimes ____.

For system-wide dissemination? Yes ____. No ____.
Sometimes ____.

If yes, from whom (job title only)? ____

C. Do you require coordination with other departments, offices, divisions, supervisory services, or schools for:

Scheduling (of speakers, meeting dates and places, etc.)? ____
Secretarial work? ____
Printing? ____
Distribution:
    Internal (pony express)? ____
    External (addressing and mailing)? ____

Technical help (graphic arts, audio-visual techniques, etc.)? ____
Data processing, statistical analysis? ____
Other? ____

D. Does the budget of your department, office, division, supervisory service, or school include funds for informational activities:

Personnel (salaries)? ____
Publications (please specify)? ____

Meetings:
    For school staff only? ____
    For or including citizens? ____
Displays? ____
Consultants (in communications or public relations)? ____
Travel (e.g., to meetings of the National School Public Relations Assn.)? ____
Other? ____

IV. EVALUATION OF INFORMATIONAL ACTIVITIES

A. Do you yourself regard the informational activities of your department, office, division, supervisory service, or school as:

A major part of its responsibilities? ____
A minor part of its responsibilities? ____
A responsibility which is not well defined or clearly perceived? ____

B. Is there any formal procedure for evaluating the informational activities of your department, office, division, supervisory service, or school:

Staff discussions? ____
Questionnaires? ____
Interviews? ____
Analysis of citizen communications? ____
Analysis of news coverage? ____
Other? ____

VII. What are your personal suggestions for strengthening Montgomery County's school-community information program(s)?

Thank you for taking the time and trouble to complete this questionnaire!

APPENDIX II

THOUGHTS ON REVISION OF THE RESEARCH DESIGN

SECTION B-VII

THOUGHTS ON REVISION OF THE RESEARCH DESIGN

The original objective of this study was to determine what the central administrative and supervisory staff does and thinks about school-community information services. The questionnaire format, plus follow-up as indicated, met these objectives.

Basically, the changes that seem to be required are in the questionnaire itself and in the better ways in which it could have been handled.

Approach

In such a questionnaire study, in which so few respondents were doing the same job, no one should have been asked to answer for anyone except himself. In several instances, the instruction to "try to answer as if you were an aggregate of all the professional members of your department," etc., was obviously confusing. In each of these instances the respondent either answered for himself only, said "I don't know," or referred to his director's questionnaire for definitive information. If wider coverage had been the desired outcome, an alternative and preferable approach would have been to select a larger sample.

It would have been very helpful to have used the questionnaire on a larger scale before its final distribution. Less useful questions would have been identified and could have been changed or eliminated. More importantly, questions in new and useful information areas would probably have been suggested.

Timing

Timing is clearly important, and the timing of the distribution of this questionnaire was unfortunate. The schools were closed, and summer vacations had begun; several staff members to whom the questionnaire was sent were out of town.

If the questionnaires had been ready for distribution while the schools were still in session, the original plan to include eight school principals in the sample might have been carried out. These eight principals had been selected on the basis of outstanding reputations for good school-community relations, and a comparison of their responses to those of the central administrative and supervisory staff might have added a new and useful dimension to the questionnaire study.

Changes in the Present Questions

1. All references to "non-professional personnel" should be changed to "supporting services personnel." The change is both more courteous and more accurate.

2. "State Board of Education" (Question II-A, 5; III-A, 5) should be changed to State Department of Education."

3. "Closed circuit TV" (Questions II-C, 1; IV-A) should be changed to "Educational television network."

4. "State and national education organizations" (Questions II-A, 5; III-A, 5) should be changed to "National state, and local organizations in education or related fields of specialization." Most respondents answered as if this had been the question anyway.

5. The questions about citizen organizations (Questions II-A,5 ; III-A, 5) should be expanded to include kinds of organizations, e.g.:

PTA	Professional	Veterans	Church
Civic	Business	Trade	Women's clubs
Political	Service	Fraternal	Other

   This addition would be helpful in measuring the perception and/or coverage of target audiences.

6. A fourth departmental category under Business and Financial Services (Questions II-B, 5; III-C, 5) should be added for "Budget Preparation."

7. The question on apportionment of time (Question II-C, 1-5) was not useful in its present form. It might be preferable simply to list the methods of communication as the question now presents them, ask the respondent to check those he uses, and then ask him to rank, in order, the three to five methods he uses most frequently, and least frequently.

New Questions

A major omission in the questionnaire was the area of channels of internal and external referral or inquiry. The following new questions might be appropriate, for example:

1. How do you handle a citizen's written inquiry to which you do not know the answer and are not sure who does:
   Refer it to the Office of the Superintendent? ____
   Refer it to your immediate superior? ____
   Make a guess and refer it there? ____
   Other? (Please specify!) ____

2. How do you handle a citizen's telephoned inquiry to which you do not know the answer and are not sure who does:
   Refer it back to the telephone operator? ____

Make a guess and ask to have the call transferred there? ____
Take the caller's name and number and try to find the staff member who has the answer? ____
Other? ____

3. Please list (by job title) the ascending steps in the administrative hierarchy through which a citizen in a local school community should proceed in making an inquiry or registering a complaint:

(a) Parent of a child in public school:
1. ____
2. ____
3. ____
4. ____
5. ____

(b) Citizen with no child in public school:
1. ____
2. ____
3. ____
4. ____
5. ____

4. How would you go about defining the scope of your authority in carrying out an informational service, if the _Administrative and Supervisory Handbook_ does not provide you with specific guidelines:

Ask your immediate superior? ____
Ask your colleagues at the same administrative level? ____
Go ahead without asking? ____
Lay aside your plan for the time being? ____
Other? ____

SCHOOL NEWS SURVEY AND CONTENT ANALYSIS

Eleven Metropolitan and Local Newspapers

Prepared by: Cathryn R. Finch

ACKNOWLEDGEMENTS

Spokesmen for all of the papers were most cooperative in supplying information about circulation, policies, sources, etc. Where possible, they made available bound volumes of the 1964 newspapers and provided facilities for their review.

Members of SASG who participated in the data collecting and contributed invaluably to the study were: Mrs. Joan Gurevich, who surveyed the Star; Mrs. Marjorie Rafner, who assisted with The Suburban Record; Mrs. Margaret Howard, who surveyed the Montgomery County Sentinel; and Mrs. Shirley Hardis, who surveyed The Washington Post.

Dr. Raymond Hiebert, Professor of Journalism at American University, provided guidance in sampling methods and was most helpful in giving counsel.

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Section C-I

INTRODUCTION

SCOPE OF THE STUDY

This study was a survey of the local newspapers to determine the amount of news, in topical categories, covering school and school-related information during the calendar year of 1964. The study was primarily quantitative rather than qualitative or interpretive.

The three metropolitan dailies surveyed were: The Washington Post (daily and Sunday), The Evening Star and The Sunday Star, The Washington Daily News (daily only). The Montgomery County weeklies were: The Gaithersburg Gazette, The Maryland News, The Maryland Monitor, Montgomery County Sentinel, The Suburban Record, Bethesda Chevy-Chase Tribune. Two advertisers were also included: Bethesda Advertiser and Congressional Plaza News.

SUMMARY OF THE FINDINGS

Data was recorded for the most part, in average column inches per single issue in 48 topical groupins (including photographs). Both the tables and the graphs could be interpreted in a variety of ways; it was felt, therefore, that only very broad generalizations were appropriate in this report.

1. The largest volume of school news concerns "peripheral" topics rather than those reflecting the "state of the art" (basic issues in education).
2. Variety and high volume of school news characterizes some newspapers; others present very limited coverage.
3. Some papers have a higher total impact per news item than others by virtue of: (a) news selection procedure, (b) volume of news, and (c) relative circulation.
4. Emphasis in the dailies appears to be on special or crisis situations (school budget, Board of Education elections, etc.)
5. The largest topical coverage was news about students (sports, activities, honors, etc.)

Section C-II

STUDY DESIGN

PURPOSE

The purpose of the newspaper survey was to determine:

1. The quantity and subject matter of school news
2. What appears to be newsworthy school information in the view of the editor
3. How individual newspapers differ in their coverage. An underlying concern was the nature and volume of coverage, especially as it related to helping the citizen make informed judgments about school purposes and practices.

OPERATIONAL RESEARCH DESIGN

The calendar of 1964 was chosen as an appropriate period to survey Montgomery County school news. It was recent enough to be relevant, and it included several crisis situations and a school board election.

With the guidance of Dr. Hiebert, the following survey plan was adopted:

1. All issues of the six county weeklies were to be surveyed and column inches of school news recorded according to specified categories. The advertisers would be surveyed in a similar manner. (Although advertisers have limited space, they have large circulations and reach citizens who are not subscribers to county papers.)
2. Data from the metropolitan dailies was to be surveyed and recorded according to the following sample pattern: January (first Monday, second Tuesday, third Wednesday, fourth Thursday); February (first Friday, second Saturday, third Sunday, fourth Monday) and so forth. This formula resulted in a sample of over 10 per cent of the year and included all days of the week. Aside from the Washington Daily News, which has no Sunday edition, the pattern was the same for all metropolitan papers.

3. Subject categories were to be selected that represented general areas of educational news. (As the study progressed, some categories were divided to better define specific events, problems, and activities.)

4. The quantity of news was to be measured in column inches, carried to the nearest inch and recorded in raw data tables.

5. Comparative descriptive information was to be obtained from the newspapers surveyed and reported in averages, e.g., the percentage of news space vs advertising space; claimed paid circulation figures for 1964; number of issues per year; size of issue and page; width of columns; editorial policy; and sources of information. (Definition of editorial policy was provided by representatives of the newspapers and was not an evaluation by the researcher.)

PROCEDURE

The collection of data proceeded according to plan for the first part of the study. When it was discovered that the 1964 issues of one of the weekly papers would not be available for review, it was decided to re-evaluate the approach. Comprehensive surveys of the three county newspapers, already completed, indicated sufficient similarity in coverage patterns to justify a partial study of the other county papers. Under the revised plan, the editorials and letters-to-the-editor were surveyed in all six county newspapers for the entire calendar year, but total school news coverage was surveyed comprehensively only in January and February in the Gaithersburg Gazette, The Tribune, and The Maryland News.

The most difficult categories to evaluate were those of editorials and letters-to-the-editor. Some knowledge of the school system was essential for an understanding of the implications. For example, the terms "favorable" and "unfavorable" could be interpreted according to the surveyor's own biases. It was decided that "favorable" would mean supportive of the policies of the school system as represented by the school board majority; "unfavorable" would indicate either critical opinion of the school board majority and its policies, or praise of the school board minority; "neutral" would apply to non-controversial issues.

The raw data was tabulated in 16 tables that use a common unit: average column inches per single issue. This allows for the variation in the number of issues sampled.

Section C-III

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Only the most apparent conclusions have been listed here. It was felt that the report would be more useful if it provided clearly defined data that could be interpreted independently by those interested.

1. The largest volume of school news reports "peripheral" news as contrasted to "state of the art" news. Four of the 11 papers, however, place greater emphasis on state of the art news (i.e., news that deals with the basic issues in education).
2. Variety and high volume of Montgomery County school news is presented by some newspapers; there is limited coverage by others.
3. Some papers have a higher total impact per news item than others, reflecting the difference in news selection procedures, volume of news and total circulation.
4. Emphasis in the dailies appears to concentrate on special or crisis situations (school budget, elections, etc.).
5. The largest coverage category was student activities (sports, honors, etc.).
6. All but one of the newspapers surveyed characterized their editorial policy as "independent." It was the personal judgment of the reviewers, however, that editorial "slants" could be perceived in different papers and that they ranged from conservative to liberal.
7. The patterns of coverage of school news in the metropolitan dailies were quite different from the coverage patterns in the weeklies. Both groups placed primary emphasis on student news, but the coverage patterns split on residual material. The metropolitan dailies, for example, emphasized broad spectrum material (national and state), and de-emphasized organization news and editorial comment.

RECOMMENDATIONS

1. The school authorities should review this data in terms of the relevance, adequacy, value and limitations of the individual newspaper and total school news coverage patterns. This is significant in determining the degree and kind of "school story" that is considered newsworthy by the press. It implies the need to augment or offset the information contained in school-initiated communications.

2. Consideration should be given to the methods by which school news coverage might be improved. (See Part V, "School-Newspaper Contacts".)

3. Citizens should be encouraged to subscribe to a Montgomery County paper, since local papers provide many times the coverage that the metropolitan papers devote to Montgomery County school news.

Section C-IV

PRESENTATION OF DATA

REFERENCE TO TABLES, ILLUSTRATIONS AND STATISTICAL DATA

Tables 1 through 11

Profiles of the individual newspapers showing the pattern of school news coverage on a monthly basis. This is essentially the tabulated raw data of the study.

Table 12

Data totals in 48 categories for the year. These totals compare the profiles of the individual papers in school news coverage.

Table 13

Total school news coverage for February in all papers. These totals compare the profiles of the papers in news coverage for the period of one month.

Table 14

Class "A" school news derived from the yearly totals for all papers. (See definition of Class "A" in "Explanation of Terms.")

(Note: Comparison of Tables 14 and 15 show the relative emphasis on Class A news as contrasted to Class B news; together they equal total news coverage for the year.)

Table 15

Class "B" school news derived from the yearly totals for all papers. (See definition of Class "B" in "Explanation of Terms.")

Table 16

A priority profile which ranks the individual newspapers according to 10 major categories of school news (some of the original categories are omitted). Corresponding percentage figures of total school news are included to show relative emphasis given to the 10 categories.

Table 17

A statistical summary of the sample papers computed to develop a "school news index." The Index is a measurement of relative impact of Class A and Class B news among individual papers.

Table 18

A chronological calendar of major educational events during 1964. This is an attempt to identify school news highlights for the purpose of relating the monthly variations in the nature and kind of coverage devoted to schools.

Graph A

Charts the pattern of total annual coverage by month of the three county newspapers that were surveyed for the entire calendar year.

Graph B

Charts editorial coverage in six county newspapers by month for the calendar year, in "total," "favorable," and "unfavorable" categories.

Graph C

Charts letters to the editor in six county newspapers by month for the calendar year, in "total," "favorable," and "unfavorable" categories. (Note: The peaks and valleys in the graphs seem to reflect specific events and occurances. Interpretation should be based on the comparison of the graphic material with the calendar of events, Table 18.)

EXPLANATION OF TERMS USED IN TABULAR DATA

Tabular Units

ACI/SI

Average column inches per single issue. Because there were variations in the number of issues surveyed or produced in the calendar year, it was concluded that this was the most significant unit for direct comparison.

Class "A" News

"Curricular and Administrative" news categories selected from the 48 total categories as representative of the "state of the art." State of the art is defined, in this context, as contributing to the enlightenment of citizens on the basic issues of education.

Class "B" News

"Extracurricular and External" news which is considered peripheral to the state of the art; those categories which do not appear in Class A are included in this definition.

School News Index (in Table 17)

This is a measure of the impact of Class A and Class B news in those papers whose paid subscription is certified. (The other papers were excluded because the subscription circulation is critical in the computation.) A significant element that is missing in the computation of this index is the actual readership. There was no means of obtaining this information, so it is assumed that readership of the papers is comparable.

Impact Quotient (in Table 17)

The impact quotient was tabulated for all 11 newspapers because circulation (as contrasted to paid certified subscription) is important. The danger is that these figures could be overinterpreted. They should be regarded as indicative only.

News Categories

Administrative and Professional

Includes information regarding the school calendar, activities of the superintendent and administrative staff, salaries, organized teacher representation, etc.

Classroom and Curriculum

Includes phonics, Amidon, new math, teacher recognition, instructional films, feature articles, awards, field trips, etc.

Board of Education Activities

Includes reports of the school board meetings and other news that was inappropriate under the specific subheadings (Budget, Elections, Superintendent).

County Council, General

Refers to news other than school budget news, such as school taxing authority, state aid, etc.

County Council, Budget

News concerning school budget, such as hearings, items passed or deleted, etc.

Students, Special Problems - Vandalism, smoking, parking cars, etc.

Graduates

News regarding college honors, achievements, etc., of the graduates of Montgomery County Schools in which the particular school is identified.

Private Schools - All news of private schools

National - Federal aid, Supreme Court rulings, etc.

State: State aid, State Superintendent of Schools, etc.

Metropolitan

News of metropolitan Washington area school systems of interest to Montgomery County citizens (integration problems in Arlington, curriculum changes such as Amidon, etc.)

Student Columns - Columns written by students

MCEA - Montgomery County Educational Association (an NEA affiliate).

CBE - Council for Better Education

CPS - Committee for the Public Schools

LWV - League of Women Voters

"Favorable" and "Unfavorable"

These terms represent a qualitative assessment of polarization of opinion. "Favorable" means supportive of the policies of the school system as represented by the school board majority; "unfavorable" denotes either critical opinion of the school board majority and its policies, or praise of the school board minority; "neutral" applies to non-controversial opinions. (These terms were used in both "Editorials" and "Letters to the Editor.")

Section C-V

RECOMMENDATIONS FOR SIMILAR AND/OR SUBSEQUENT STUDIES

SUGGESTIONS TO THOSE UNDERTAKING SIMILAR STUDIES

Should a similar study be conducted, categories might be selected which would be more specific, and hence more meaningful. In particular, news concerning teachers might better be described under such headings as "teacher recognition," "qualifications," "awards," "representation," etc., rather than under the general classifications of "administrative and professional" or "classroom and curriculum." Until this study was well underway, it was not apparent that such categories would be appropriate.

Also, the categories of "favorable," "unfavorable" and "neutral" in describing editorials and letters to the editor are not sufficiently precise. "Unfavorable" gives no indication of direction or degree. For example, "unfavorable" (as used in this study) covers a liberal writer's feelings criticizing budget cuts as well as a conservative's opposition to spending. In view of the interpretive nature of editorials, specific categories would be more valuable than the general categories used.

In the sample of the metropolitan dailies, significant events may have been passed over entirely. For example, the sample dates nearest the election were October 30 and November 7--the election was held on November 3. It is possible that there was important coverage on October 31, November 1 or November 2--that was not recorded in this form of data collection.

The actual measurement of column inches could have been done more efficiently by teams of researchers--one to measure and read the data and another to record. Careful attention should be paid to selecting suitable record forms in the interest of consistency and ease in recording.

A complete survey, rather than one with a partial sample, would probably be more valid.

RECOMMENDATION FOR SUBSEQUENT STUDIES

Studies which might be logical outgrowths of this study and/or studies which could be a valuable measurement of "feedback" are:

1. A survey of editorials in topic groupings as an index of the concerns considered especially significant to the editor--that

is, in terms of the editor's appraisal of the concerns of his target audience.

2. A survey of letters to the editor in topic groupings as indications of those concerns which motivate a citizen to write a letter--and motivate the editor to publish the letter.

3. A "running survey" of the effectiveness of supplying school news to media in terms of the increase in school news coverage of Class A material.

TABLE 1

WASHINGTON POST SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	4	4	4	4	4	4	4	4	4	4	4	4
Administrative & Prof.		2.5				3.8						
Classroom and curriculum	3.3				2.0		2.0	6.0				3.3
Bd of Ed.; Activities					2.8							
Budget												
Election									2.8	7.5		
Superintendent			3.3									
County Council: General												
School Budget	2.0		4.0									
Students: Activities										3.8	3.3	
Columns												
Honors	1.0						3.8					
Sports	12.5	27.3	6.3	8.8	12.5	2.5		4.3	4.8	5.3	31.0	16.5
Special problems						3.8			3.3		4.8	
Graduates												
Organizations: Other												
PTA												
Literacy Council												
MCEA										11.0		
CBE												
CPS												
LWV							2.0					
University of Maryland	4.8	9.5	5.0	1.8		5.8				2.5	4.3	7.0
Montgomery Junior College												
Private schools									11.0			
Editorials: Favorable												
Unfavorable												
Neutral												
Ltrs to Editor: Favorable												
Unfavorable												
Neutral												
Pictures Admin. & Prof											11.3	
Classroom & Curr.								4.3				
Bd. of Education												
Student Activities	2.3								4.8	15.0	3.3	3.8
Honors		4.3	0.8				7.8					
Sports				6.3					50.8		44.5	
Graduates					6.3							
Mont. Jr. College												
Private Schools	7.5		2.8									
Cartoons												
Other: General												
Metropolitan												
State												
National	15.5	3.5			7.0	11.3	6.3	6.3			19.3	
Educational Columns												
Scholarships												
Legal Notices												
Adult Education												
TOTAL												

TABLE 2

EVENING AND SUNDAY STAR SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	4	4	4	4	4	4	4	4	4	4	4	4
Administrative & Prof.			2.8	1.5	2.8							
Classroom and curriculum					4.0		0.8				1.0	
Bd of Ed.; Activities												
Budget		3.5						3.5			3.3	5.5
Election								4.3	3.8		4.3	
Superintendent												
County Council: General												
School Budget			3.3									
Students: Activities		4.8			1.0	9.0	6.3				12.0	
Columns					8.5							
Honors	2.3	0.3	0.3	1.5	1.5							
Sports		13.8			0.3				16.0	4.0		
Special problems												
Graduates												
Organizations: Other												
PTA												
Literacy Council												
MCEA	2.8									5.0		
CBE												
CPS												
LWV												
University of Maryland	2.0	3.0	1.8	0.8		4.0				3.3	14.8	
Montgomery Junior College	4.3			5.5			4.3					2.0
Private schools					0.8							
Editorials: Favorable												
Unfavorable												
Neutral					2.0			0.8				
Ltrs to Editor: Favorable	4.0											
Unfavorable				5.0			3.0		1.5			
Neutral												
Pictures Admin. & Prof												
Classroom & Curr.												
Bd. of Education												
Student Activities			5.0		25.5		13.0				13.8	
Honors												
Sports									22.3			
Graduates												
Mont. Jr. College												
Private Schools												
Cartoons												
Other:General												
Metropolitan	4.8	1.8				16.8			3.8			
State		2.0	1.3					16.5	2.0			
National	14.3			1.5		2.0		5.8			6.0	4.0
Educational Columns	10.0	4.0	8.3	13.0		13.3	12.5	10.5	15.3	8.3	16.3	3.8
Scholarships												
Legal Notices												
Adult Education												
TOTAL												

TABLE 3

WASHINGTON DAILY NEWS SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	4	3	4	3	4	3	3	4	3	4	3	4
Administrative & Prof.					2.3							
Classroom and curriculum												
Bd of Ed.; Activities		0.7			0.8					0.3		
Budget			0.3									2.0
Election									1.3	2.3		
Superintendent			0.3									
County Council: General												
School Budget			0.3									
Students: Activities										4.3	1.0	
Columns												
Honors												
Sports	4.0	2.0		0.3	0.5				7.3	2.8	1.0	5.0
Special problems									1.0			
Graduates												
Organizations: Other												
PTA												
Literacy Council												
MCEA												
CBE												
CPS												
LWV												
University of Maryland		3.7	1.0	2.3	3.0			3.8	7.7	10.8	12.0	1.8
Montgomery Junior College								1.3		0.5		
Private schools				1.7			1.0	5.8		0.3	7.0	
Editorials: Favorable												
Unfavorable												
Neutral					7.3							
Ltrs to Editor: Favorable												
Unfavorable										1.3		
Neutral			0.5		2.0							1.8
Pictures Admin. & Prof												
Classroom & Curr.												
Bd. of Education												
Student Activities				7.0	3.8					9.0		
Honors				2.7	10.5							
Sports												1.5
Graduates												
Mont. Jr. College												
Private Schools				8.3	8.0			3.0			3.3	
Cartoons				1.0								
Other:General	4.8	2.0	10.8	1.3	2.3	3.7	4.7	31.3*		0.8		8.5
Metropolitan												
State												
National												
Educational Columns												
Scholarships												
Legal Notices												
Adult Education												
TOTAL												

*draft test

TABLE 4

MONTGOMERY COUNTY SENTINEL SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	4	4	4	5	4	4	5	4	4	5	4	5
Administrative & Prof.	0.5	7.0	1.5	16.6	7.5	35.8	9.0	12.8	10.3	6.0	9.0	2.4
Classroom and curriculum			1.8	9.0	3.5	5.3	7.2	26.5	8.8	0.6		10.6
Bd of Ed.; Activities	6.3	2.5	1.5	2.6	7.5	19.8	4.4	5.0	14.5	12.8	12.8	10.6
Budget	1.3	8.8	6.8			2.0	1.2		5.2	6.2		13.6
Election					2.0		2.4	6.8	11.0	51.8	16.8	
Superintendent	3.5		0.5	1.2			7.8				12.3	
County Council: General	13.5	0.3		8.4			1.4	3.3		3.6		
School Budget	0.3	1.5	4.0	15.8		7.0	3.2					9.8
Students: Activities	8.8	8.0	22.0	31.4	22.8	20.8	17.8	9.8	3.3	9.2	22.3	21.0
Columns	10.5	16.0	26.8	20.4	44.8	7.0				25.6	33.0	9.6
Honors	3.5	3.5	7.5	11.8	8.3	9.0		1.3	1.8	1.2	7.0	1.4
Sports	30.5	38.0	28.3	22.8	22.0	11.3	1.6	0.8	76.0	76.0	94.C	102.2
Special problems	2.8		5.3	2.6	7.3		4.6	8.0	9.5	3.6	14.8	17.0
Graduates	1.0	0.8	1.0	8.4	12.8	21.3	2.4	0.3	2.5	9.8	14.5	
Organizations: Other							2.8			5.8		1.8
PTA		1.8	4.0	5.6	14.5	1.8			3.3	1.2	10.5	4.6
Literacy Council												
MCEA			1.8	2.4		1.0		4.0		8.0	6.3	
CBE				1.6	3.3		5.0			5.6		
CPS	1.8	0.3	0.3	17.8		0.3		2.8		10.6		
LWV					1.5							
University of Maryland	4.0		0.5	5.2	11.0	4.5	3.8	15.3	5.5	0.4	1.5	6.4
Montgomery Junior College	0.3	4.3	11.0	3.0	7.5	4.0	1.0	4.0	4.3	4.8	2.8	11.2
Private schools	2.8	4.0	13.5	10.4	1.5	13.0		1.0	2.0		9.5	5.0
Editorials: Favorable	1.0	6.8		0.6	4.3		3.8			6.8		1.4
Unfavorable				3.8		3.8				6.8	2.5	
Neutral		2.5	2.3	1.2					4.0			8.5
Ltrs to Editor: Favorable	4.3		7.8						1.3	2.6	1.5	
Unfavorable				7.6	1.5	4.3		1.3	3.8	8.6		
Neutral		3.5	2.8	1.2					4.0			8.5
Pictures Admin. & Prof	6.3	2.0	12.5	5.2	2.3	8.0	4.2	3.0	5.0	3.0		2.8
Classroom & Curr.	5.8		8.3	6.0	5.3			44.5	18.8	7.0	15.5	12.6
Bd. of Education		3.8		3.0							4.3	3.6
Student Activities	12.3	8.3	9.5	30.6	26.8	10.5	12.4	19.5	5.3	3.6	15.3	19.2
Honors	1.3					12.3	3.0					
Sports	27.0	28.0	36.3	19.0	16.0	15.3	3.2	1.0	27.3	48.0	48.3	31.3
Graduates					6.5	9.0	2.8		7.8	1.2		
Mont. Jr. College		6.0			3.0	4.5					14.0	3.4
Private Schools				3.0								
Cartoons	2.0		3.8			5.0	3.0		5.0	4.0		15.6
Other:General												
Metropolitan												
State		6.5		0.2			1.4	2.0				7.8
National		1.3									1.0	
Educational Columns		5.3								16.8		
Scholarships							1.8		0.8	1.8	2.0	0.4
Legal Notices					4.0							0.8
Adult Education		4.0	9.3	4.0					4.3	1.8		
TOTAL												

TABLE 5

SUBURBAN RECORD SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	5	4	4	4	5	4	5	4	4	5	4	5
Administrative & Prof.	8.5	5.5	6.0	4.8	3.0	1.5	1.2	11.0	1.3	6.0	1.8	0.4
Classroom and curriculum		3.0	6.3	7.3		5.3	7.0	0.8		6.4	3.5	1.4
Bd of Ed.; Activities	7.0	14.0	3.8	12.1	6.4	3.8	0.4	8.0	17.3	4.8	5.5	9.0
Budget	4.0	13.5	2.0		0.4			1.3				6.6
Election						0.8	0.6	4.0	2.8	16.2	3.0	
Superintendent	2.0				0.4		0.6		2.3			
County Council: General					0.4							
School Budget	4.0			0.8			0.2	0.3				0.4
Students: Activities	11.0	26.0	25.3	11.5	8.6	6.5	0.8	4.3		3.6	13.0	10.4
Columns	20.0	21.5	20.3	24.0	20.0	7.0		2.5	2.8	29.2	28.3	24.6
Honors			8.7	11.3	9.0	20.8	5.0	9.3	10.5	5.8	1.8	3.0
Sports	34.0	50.0	26.3	10.8	26.4	22.8		3.8		13.8	12.8	17.6
Special problems							0.2					4.4
Graduates	1.0		16.8	6.5	10.6	37.3	17.4	4.3	3.5	12.2	6.3	12.0
Organizations: Other												
PTA	2.4	1.0	0.8	4.8	3.8	2.3			1.3	0.6	2.8	1.0
Literacy Council				0.8						0.2	3.5	
MCEA			2.8			5.5				9.2	0.5	1.8
CBE				3.0	0.6	1.5	2.0		0.8			
CPS										1.0		
LWV								1.0	1.0	1.2		0.8
University of Maryland	1.6		5.8	3.8	4.8	7.5		2.5	3.5	4.8	4.0	6.6
Montgomery Junior College	6.4	10.0	14.0	16.5	5.4	4.8	5.2			11.4	13.3	9.0
Private schools	0.4		1.5	11.0	8.4	2.8	7.4	2.5	9.8	15.8	15.8	11.2
Editorials: Favorable					1.2							
Unfavorable	2.6			7.8	1.2		1.2		7.3			
Neutral	0.6	9.0	1.3		4.8	1.8		2.5	2.5		4.3	
Ltrs to Editor: Favorable	3.6		5.8							3.0		
Unfavorable	4.0			6.8		5.5				6.8	2.5	
Neutral			3.8	2.8					3.8	3.6		
Pictures Admin. & Prof	3.0				0.6	5.0						
Classroom & Curr.		1.0		8.0			2.6			5.0		
Bd. of Education								1.0		2.2		
Student Activities	14.0	13.5	14.8	18.5	7.4			3.8		2.0	9.8	3.4
Honors			6.3	6.3	6.8	7.5		2.3	4.3			
Sports				15.5	9.6	14.3			9.5	37.2	55.5	3.2
Graduates				1.0	4.6	0.8	4.8	4.5		9.6		
Mont. Jr. College		1.0				2.3		2.5	5.3	6.0		8.8
Private Schools			0.8	2.3	5.8	2.3	4.0			3.6		6.6
Cartoons												2.0
Other:General	1.0	*55.5	4.0		1.4		6.8	2.8		4.6	4.0	
Metropolitan												
State			1.0		0.6	4.8	4.[illegible]		1.8	1.4	0.3	0.8
National	2.0										8.5	1.2
Educational Columns												
Scholarships	1.0		3.0	3.0	4.0	4.0				5.4	1.0	2.0
Legal Notices			11.8	5.3		2.5				13.4	21.0	15.6
Adult Education			1.0	17.0					2.0		0.8	1.0
TOTAL												

*"Suburbia" Supplement

TABLE 6

MARYLAND MONITOR SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	5	4	4	5	4	4	5	4	4	5	4	5
Administrative & Prof.		2.8	6.3	0.4	4.0	19.5	8.2	14.3	9.5	2.0	4.0	
Classroom and curriculum	2.6	11.5	1.5	6.6	11.8	2.0	7.8	9.8	7.0		2.8	2.8
Bd of Ed.; Activities	8.0	3.3	10.0	0.6		8.5				11.2	3.5	6.2
Budget	31.4	43.5	6.0	0.8		2.0	2.6				17.8	12.6
Election					3.5		8.6	9.8	13.3	32.2	4.0	
Superintendent	1.4		10.3	13.4		7.8	6.4		0.5			
County Council: General												
School Budget		4.8	3.8	19.8								0.8
Students: Activities	7.2	3.8	7.5	8.2	7.3	4.0	4.2			0.6	6.0	2.2
Columns												
Honors		1.0	0.8	4.4	1.3	2.5	9.2			2.2		
Sports	9.8	8.8										4.4
Special problems		15.3	2.5				3.6		14.5	0.6	2.8	
Graduates			1.5		2.3	2.5	1.2	5.0			1.5	2.6
Organizations: Other												
PTA			2.0	0.6	0.8						1.8	1.0
Literacy Council			1.8	2.4							0.5	1.0
MCEA				4.0						9.2	15.5	2.4
CBE							1.0		1.3			
CPS												
LWV							0.6					
University of Maryland			6.5		0.8	13.8			7.5		15.8	0.2
Montgomery Junior College	1.6	1.5	11.0	2.2		13.8	15.0	3.8			2.3	10.4
Private schools	2.0			3.2	6.0	4.5	1.0			8.6	8.5	1.0
Editorials: Favorable				3.2	6.3	5.8		5.3	2.5	6.8		
Unfavorable			2.8	3.6		4.0	4.6		0.5	2.4		1.8
Neutral	6.0	2.0	4.8	17.6	1.3				2.8		10.3	15.0
Ltrs to Editor: Favorable						10.0	0.4		3.3	12.2		
Unfavorable	8.2	5.8		6.2		1.0		4.0		7.0	6.8	
Neutral			0.5	7.0	3.8			4.8	5.8	1.6		
Pictures Admin. & Prof						2.3						
Classroom & Curr.												
Bd. of Education									1.3		2.0	
Student Activities	4.0	9.3	10.0	2.4	7.3	9.8	1.6	3.5	1.0			5.2
Honors			2.5	2.6	3.3							
Sports	2.6	4.3										
Graduates			4.3						4.0			0.6
Mont. Jr. College						3.8					2.0	
Private Schools	1.0	6.8		3.0	17.5	4.0	3.6	4.8	6.8	13.2	19.5	1.8
Cartoons												
Other: General			1.5						5.8			1.6
Metropolitan												
State												
National	0.6										6.3	3.0
Educational Columns												
Scholarships		1.3		5.0			1.8		1.5			
Legal Notices												
Adult Education												1.6
TOTAL												

TABLE 7

BETHESDA-CHEVY CHASE TRIBUNE SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	5	4										
Administrative & Prof.	0.8											
Classroom and curriculum		2.0										
Bd of Ed.; Activities	2.0											
Budget	12.0	4.5										
Election	2.0											
Superintendent	2.0											
County Council: General	0.4	5.0										
School Budget		4.0										
Students: Activities	10.0	10.0										
Columns	22.0	39.0										
Honors	4.0	9.0										
Sports		1.5										
Special problems	3.0											
Graduates	4.4	6.0										
Organizations: Other	2.0											
PTA		4.0										
Literacy Council												
MCEA												
CBE												
CPS												
LWV	1.4											
University of Maryland	1.0											
Montgomery Junior College	10.0	1.0										
Private schools	10.4	0.5										
Editorials: Favorable	2.0	4.0	4.8					1.0	3.3		3.2	7.0
Unfavorable				1.3			2.6			13.0		
Neutral	2.4			1.5		1.8	5.6		4.2	1.8	4.0	
Ltrs to Editor: Favorable	0.6	3.0	0.3	5.8			2.0					
Unfavorable	1.0											
Neutral												
Pictures Admin. & Prof	3.0											
Classroom & Curr.		3.5										
Bd. of Education												
Student Activities	2.4	4.0										
Honors		8.5										
Sports												
Graduates	2.0											
Mont. Jr. College												
Private Schools	4.0											
Cartoons												
Other:General	2.0											
Metropolitan												
State	2.0	11.0										
National												
Educational Columns												
Scholarships		3.0										
Legal Notices												
Adult Education												
TOTAL												

TABLE 8

MARYLAND NEWS SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	5	4										
Administrative & Prof.	2.0											
Classroom and curriculum	1.0											
Bd of Ed.; Activities	3.4											
Budget	1.4	3.5										
Election	1.6											
Superintendent	3.0											
County Council: General												
School Budget	0.2	3.0										
Students: Activities	1.0											
Columns	13.4	21.0										
Honors	3.0	2.0										
Sports												
Special problems	2.0											
Graduates	2.6	0.3										
Organizations: Other												
PTA		0.3										
Literacy Council												
MCEA	1.0											
CBE												
CPS												
LWV												
University of Maryland		0.5										
Montgomery Junior College	4.0	6.0										
Private schools	2.0											
Editorials: Favorable	6.0	3.5	1.5	3.6	3.0	12.5	2.8			5.4	4.3	2.6
Unfavorable	3.0	4.0	14.0	4.2		2.8	2.2			1.8		
Neutral			3.0	1.6	9.3			7.8	6.5	3.8	3.8	
Ltrs to Editor: Favorable												
Unfavorable	2.6			2.0								
Neutral												
Pictures Admin. & Prof	3.0											
Classroom & Curr.												
Bd. of Education												
Student Activities		6.0										
Honors												
Sports	4.0	4.5										
Graduates	2.2											
Mont. Jr. College		1.0										
Private Schools	2.0	10.0										
Cartoons	5.0											
Other:General	3.4											
Metropolitan												
State												
National	0.4											
Educational Columns												
Scholarships	2.2											
Legal Notices												
Adult Education												
TOTAL												

TABLE 9

GAITHERSBURG GAZETTE SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	2	2	2*	2*	2*	2*	2*	2*	2*	2*	2*	2*
Administrative & Prof.	3.5	1.0										
Classroom and curriculum												
Bd of Ed.; Activities												
Budget	5.0	2.5										
Election												
Superintendent												
County Council: General												
School Budget												
Students: Activities		6.5										
Columns												
Honors	2.0	2.5										
Sports												
Special problems												
Graduates	7.0	0.5										
Organizations: Other												
PTA	1.0	4.3										
Literacy Council												
MCEA												
CBE												
CPS												
LWV												
University of Maryland												
Montgomery Junior College												
Private schools		18.5										
Editorials: Favorable				1.5			3.0					
Unfavorable												
Neutral												
Ltrs to Editor: Favorable												
Unfavorable					4.5				12.5			
Neutral								2.0				
Pictures Admin. & Prof												
Classroom & Curr.												
Bd. of Education												
Student Activities	6.5											
Honors												
Sports		8.5										
Graduates												
Mont. Jr. College												
Private Schools	6.0	13.5										
Cartoons												
Other:General												
Metropolitan												
State		9.0										
National												
Educational Columns												
Scholarships												
Legal Notices												
Adult Education												
TOTAL												

*editorials and letters to the editor only.

TABLE 10

BETHESDA ADVERTISER SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	5	4	4	5	4	4	5	4	5	4	4	4
Administrative & Prof.	1.0		0.8	0.4	0.8		0.8	1.8	0.6			
Classroom and curriculum		0.5		0.6					1.6			
Bd of Ed.; Activities	0.2					0.2		0.3	0.2			
Budget												
Election									1.8	5.8	2.0	
Superintendent												
County Council: General												
School Budget												
Students: Activities	0.2	1.8	3.5	0.8	2.5	0.8			0.8	0.3		3.5
Columns												
Honors		0.5								1.8		
Sports												
Special problems												
Graduates												
Organizations: Other												
PTA	1.8	0.3	1.5	1.2						0.8	0.3	
Literacy Council												
MCEA												
CBE			0.5							2.0		
CPS												
LWV												
University of Maryland				0.4								
Montgomery Junior College	1.0			2.2	1.3					0.3		
Private schools												
Editorials: Favorable												
Unfavorable												
Neutral												
Ltrs to Editor: Favorable												
Unfavorable									2.6			
Neutral												
Pictures Admin. & Prof									2.2			
Classroom & Curr.												
Bd. of Education												
Student Activities										5.3		4.3
Honors												
Sports												
Graduates												
Mont. Jr. College												
Private Schools												
Cartoons												
Other:General	1.6											
Metropolitan												
State												
National												
Educational Columns												
Scholarships												
Legal Notices												
Adult Education	3.2									0.3		
TOTAL												

TABLE 11

CONGRESSIONAL PLAZA NEWS SCHOOL NEWS COVERAGE (1964)

SCHOOL NEWS CATEGORIES	-Average column inches per single issue-											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
(No. of issues sampled)	2	1	1	2	1	1	2	1	0*	2	2	1
Administrative & Prof.	4.5						5.0	12.0			3.0	
Classroom and curriculum											4.0	
Bd of Ed.; Activities												
Budget												
Election												
Superintendent												
County Council: General												
School Budget												
Students: Activities												
Columns												
Honors		4.0						2.0		8.5		
Sports												
Special problems												
Graduates												
Organizations: Other												
PTA												
Literacy Council				0.5								
MCEA												
CBE												
CPS												
LWV												
University of Maryland												
Montgomery Junior College	13.5	17.0		8.0			2.0			4.5		
Private schools											11.5	
Editorials: Favorable												
Unfavorable												
Neutral												
Ltrs to Editor: Favorable												
Unfavorable												
Neutral												
Pictures Admin. & Prof												
Classroom & Curr.												
Bd. of Education												
Student Activities												
Honors												
Sports												
Graduates												
Mont. Jr. College												
Private Schools	2.0			1.5								
Cartoons												
Other:General				1.0								
Metropolitan												
State												
National												
Educational Columns												
Scholarships	4.0											
Legal Notices												
Adult Education												
TOTAL												

*not available

TABLE 12

TOTAL SCHOOL NEWS COVERAGE IN 1964
(average column inches per single issue)

School News Categories	Metro Sample			Complete Weeklies			Partial Weeklies			Advertisers	
	Post	Star	News	Sentinel	Record	Monitor	Tribune	Md. News	Gazette	Advertiser	CongP.News
(No. of issues sampled)	48	48	42	52	53	53	9 (*53)	9 (*53)	4 (*52)	52	16
Administrative & Prof.	0.52	0.58	0.21	9.63	4.19	5.74	0.44	1.22	1.75	0.62	2.31
Classroom & Curriculum	1.37	0.48		6.15	3.36	5.36	0.78	0.67	0.50	0.25	0.50
Bd of Ed.; Activities	0.23		0.14	8.29	7.66	4.36	1.11	1.89		0.07	
Budget		1.31	0.21	4.04	2.30	9.70	8.67	2.33	3.75		
Election	0.85	1.02	0.31	8.15	2.38	6.15	1.11	0.89		0.77	
Superintendent	0.27		0.02	2.12	0.45	3.40	1.22	1.56			
County Council: Gen.				2.60	0.04	0.40	2.33	0.11			
School Budget	0.50	0.27	0.02	3.56	0.51	2.77	1.66	1.33			
Students: Activities	0.58	2.75	0.48	16.67	9.81	4.26	10.00	0.56	3.25	1.12	
Columns		0.71		15.10	16.89	0.19	29.44	16.67			
Honors	0.40	0.48		4.40	6.85	1.91	6.22	2.56	2.25	0.17	1.44
Sports	10.88	2.83	1.90	42.62	18.23	2.00	0.67				
Special problems	0.98	0.21	0.07	6.87	0.43	3.04	1.56	1.00			
Graduates				6.13	10.43	1.32	5.00	1.56	3.75		
Organizations: Other				0.88	0.11		1.00				
PTA				3.85	1.68	0.49	1.89	0.11	2.75	0.50	0.06
Literacy Council					0.34	0.49			1.00		
MCEA	0.92	0.65		2.00	1.70	2.64					
CBE				1.33	0.64	0.19		0.67		0.19	
CPS				3.13	0.09						
LWV	0.17			0.15	0.34	0.05	0.78				
University of Maryland	3.38	2.46	3.76	3.69	3.79	3.36	0.56			0.04	
Montgomery Jr. College		1.33	0.17	4.85	7.96	5.19	6.00			0.60	5.13
Private Schools	0.92	0.06	1.26	5.12	7.34	3.11	6.00	0.22	9.25		1.44
Editorials: Favorable				2.13	0.11	2.03	2.23*	3.79*	0.41*		
Unfavorable				1.46	1.60	1.72	1.57*	2.40*			
Neutral		0.23	0.69	1.60	2.26	5.23	2.09*	2.79*			
Letters to Edit.: Fav.		0.33		1.38	1.06	2.34	0.91*				
Unfavorable		0.79	0.12	2.38	2.15	3.34	0.40*	0.43*	1.55*	0.23	
Neutral			0.40	1.50	1.02	1.92			0.18*		
Pictures: Adm. & Prof.	0.94			4.52	0.43	0.17	1.67	1.78		0.21	
Classroom & Curr.	0.35			10.21	1.68	0.17	1.56				
Bd. of Education				1.25	0.28	0.25					
Student: Activities	2.42	4.77	1.71	14.38	7.09	4.51	3.00	2.78	3.25	0.73	
Honors	1.06		1.60	1.33	2.64	0.68	3.78				
Sports	8.46	1.85	0.14	25.46	11.79	0.85		4.11	4.25		
Graduates	0.52			2.17	2.26	0.68	1.22	1.22			
Mont. Junior College				2.44	2.21	0.43		0.44			
Private Schools	0.85		1.88	0.29	2.28	6.60	2.11	1.00	9.75		0.44
Cartoons			0.07	3.38							
Other: General			6.48		6.89	0.70	2.22	22.20		0.15	0.13
Metropolitan		2.15									
State		1.81		1.56	1.23		6.00		4.50		
National	5.75	3.00		0.17	0.98	0.81		0.22			
Educational Columns		9.58		2.02							
Scholarships				0.60	2.17	0.85	1.44				0.50
Legal notices				0.31	6.26						
Adult Education				1.83	1.66	0.15				0.33	
TOTAL	42.31	39.66	21.67	243.71	165.60	99.55	116.64	76.51	52.14	5.98	11.94

TABLE 13

SCHOOL NEWS COVERAGE IN FEBRUARY 1964: ALL PAPERS
(average column inches per single issue)

School News Categories	Post	Star	News	Sentinel	Record	Monitor	Tribune	Md.News	Gazette	Advertiser	Cong.P.News
(No. of issues sampled)	4	4	3	4	4	4	4	4	2	4	1
Administrative & Prof.	2.5			7.0	5.5	3.0			1.0		
Classroom & Curriculum					3.0	11.5	2.0			0.5	
Bd. of Ed.: Activities			0.7	2.5	14.0	3.0					
Budget		3.5		9.0	13.5	43.5	4.5	3.5	2.5		
Election											
Superintendent											
County Council: Gen.							5.0				
School Budget				1.5		7.0	4.0	3.0			
Students: Activities		5.0		8.0	26.0	4.0	10.0		6.5	2.0	
Columns				16.0	21.5		39.0	21.0			
Honors				1.0		1.0	9.0	2.0	2.5	0.5	4.0
Sports	27.0	14.0	2.0	38.0	50.0	9.0	1.5				
Special Problems						15.0					
Graduates				1.0			6.0	0.3	0.5		
Organizations: Other											
PTA				2.0	1.0		4.0	0.3	4.3	0.3	
Literacy Council											
MCEA											
CBE											
CPS											
LWV											
University of Maryland	9.5	3.0	4.0					0.5			
Montgomery Jr. College				4.0	10.0	1.5	1.0	6.0			17.0
Private Schools				4.0			0.5		18.5		
Editorials: Favorable				7.0			4.0	3.5			
Unfavorable								4.0			
Neutral				2.5	9.0	2.0					
Letters to Edit.: Fav.							3.0				
Unfavorable						6.0					
Neutral				3.5							
Pictures: Admin.& Prof.				2.0							
Classroom & Curr.					1.0		3.5				
Board of Education				4.0							
Students: Activities				8.0	13.5	9.0	4.0	6.0			
Honors	4.0						8.5				
Sports				32.0		4.0		4.5	8.5		
Graduates											
Mont. Jr. College				6.0	1.0			1.0			
Private Schools						7.0			13.5		
Cartoons								10.0			
Other: General			2.0		55.5						
Metropolitan		2.0									
State		2.0		6.5			11.0		9.0		
National	3.5			1.0							
Scholarships						1.0	3.0				
Legal Notices											
Adult Education				4.0							
Educational Columns		4.0		5.0							
TOTAL	46.5	33.5	8.7	174.5	224.5	127.5	123.5	65.6	66.8	3.3	21.0

TABLE 14

CLASS "A" NEWS: CURRICULAR AND ADMINISTRATIVE
(Total for the year in average column inches per single issue)

School News Combined Categories	Post	Star	News	Sentinel	Record	Monitor	Tribune	Md.News	Gazette	Advertiser	Cong.P.News
(No. of issues sampled)	48	48	42	52	53	53	9	9	4	52	16
Administrative & Prof.	0.52	0.58	0.21	9.63	4.19	5.74	0.44	1.22	1.75	0.62	2.31
Classroom & Curriculum	1.37	0.48		6.15	3.36	5.36	0.78	0.67	0.50	0.25	0.50
Bd. of Ed.: Activities	0.23		0.14	8.29	7.66	4.36	1.11	1.89		0.07	
Budget		1.31	0.21	4.04	2.30	9.70	8.67	2.33	3.75		
Election	0.85	1.02	0.31	8.15	2.38	6.15	1.11	0.89		0.77	
Superintendent	0.27		0.02	2.12	0.45	3.40	1.22	1.56			
County Council: Gen.				2.60	0.04	0.40	2.33	0.11			
Budget	0.50	0.27	0.02	3.56	0.51	2.77	1.66	1.33			
Students: Columns		0.71		15.10	16.89	0.19	29.44	16.67			
Honors	0.40	0.48		4.40	6.85	1.91	6.22	2.56	2.25	0.17	1.44
Special Problems	0.98	0.21	0.07	6.87	0.43	3.04	1.56	1.00			
Graduates				6.13	10.43	1.32	5.00	1.56	3.75		
Montgomery Jr. College		1.33	0.17	4.85	7.96	5.19	6.00			0.60	5.13
Other: Metropolitan		2.15									
State		1.81		1.56	1.23		6.00		4.50		
National	5.75	3.00		0.17	0.98	0.81		0.22			
Educational Columns		9.58		2.02							
Scholarships				0.60	2.17	0.85	1.44				0.50
Adult Education				1.83	1.66	0.15				0.33	
TOTAL (Class "A")	10.87	22.93	1.15	88.07	69.49	51.34	72.98	32.01	16.50	2.81	9.88
% of total school news	25.7	57.8	5.4	36.1	42.0	51.7	62.6	41.8	31.6	47.0	82.7

Note: In all papers there is a marked selection process in evaluating what is considered newsworthy material. This may reflect the individual newspaper's estimate of its target audience. For example: One metropolitan paper places ten times the emphasis on Class "A" news as does another.

TABLE 15

CLASS "B" NEWS: EXTRACURRICULAR AND EXTERNAL
(Total for the year in average column inches per single issue)

School News Combined Categories	Post	Star	News	Sentinel	Record	Monitor	Tribune	Md.News	Gazette	Advertiser	Cong.P.News
(No. of issues sampled)	48	48	42	52	53	53	9 (*53)	9 (*53)	4 (*52)	52	16
Student: Activities	0.58	2.75	0.48	16.67	9.81	4.26	10.00	0.56	3.25	1.12	
Sports	10.88	2.83	1.90	42.62	18.23	2.00	0.67				
Organizations: Other				0.88	0.11		1.00				
PTA				3.85	1.68	0.49	1.89	0.11	2.75	0.50	0.06
Literacy Council					0.34	0.49			1.00		
MCEA	0.92	0.65		2.00	1.70	2.64					
CBE				1.33	0.64	0.19		0.67		0.19	
CPS				3.13	0.09						
LWV	0.17			0.15	0.34	0.05	0.78				
University of Maryland	3.38	2.46	3.76	3.69	3.79	3.36	0.56			0.04	
Private Schools	0.92	0.06	1.26	5.12	7.34	3.11	6.00	0.22	9.25		1.44
Editorials: All		0.23	0.69	5.19	3.97	8.98	5.89	8.98	0.41		
Letters to Edit.: All		1.12	0.52	5.26	4.23	7.60	1.31	0.43	1.73	0.23	
Pictures: All	14.60	6.62	5.33	62.05	30.66	14.34	13.34	11.33	17.25	0.94	0.44
Cartoons			0.07	3.38							
Other: General			6.48		6.89	0.70	2.22	22.20		0.15	0.13
Legal Notices				0.31	6.26						
TOTAL (Class "B")	31.45	16.72	20.49	155.63	96.08	48.21	43.66	44.50	35.64	3.17	2.07
% of total school news	74.3	42.2	94.6	63.19	58.0	48.3	37.4	58.2	68.4	53.0	17.3

*Editorials and Letters-to-the-Editor only.

TABLE 16

SCHOOL NEWS PRIORITY PROFILES FOR INDIVIDUAL NEWSPAPERS

(Rank from 1 to 10 in descending order of space allocated; % of total schoolsnews for the year)

School News Combined Categories	Post	Star	News	Sentinel	Record	Monitor	Tribune	Md.News	Gazette	Advertiser	Cong.P.News
(No. of issues sampled)	48	48	42	52	53	53	9 (*53)	9 (*53)	4 (*52)	52	16
Administrative & Prof. Classroom and Curr.	3 4.5%	7 2.7%	5 1.1%	3 6.5%	5 4.6%	3 11.1%	9 1.0%	4 2.5%	5 4.3%	2 14.5%	2 23.5%
Board of Educ.: All	4 3.2%	4 5.9%	3 3.1%	2 9.3%	2 7.7%	1 23.6%	2 10.4%	3 8.7%	4 7.2%	3 14.0%	
County Council: All	5 1.2%	9 0.7%	7 0.1%	4 2.5%	9 0.3%	7 3.2%	7 3.4%	6 1.9%			
Students: All	1 30.3%	2 17.6%	1 11.3%	1 35.1%	1 31.5%	2 11.4%	1 41.1%	1 27.2%	1 10.5%	1 21.6%	3 12.1%
Graduates				5 2.5%	3 6.3%	8 1.3%	6 4.3%	5 2.0%	3 7.2%		
Montgomery Jr. College		5 3.4%	6 0.8%	8 2.0%	4 4.8%	6 5.2%	3 5.1%			4 10.0%	1 43.0%
Editorials: All		8 0.8%	2 3.2%	7 2.1%	7 2.4%	4 9.0%	5 5.0%	2 11.7%	7 0.8%		
Letters to the Edit.: All		6 2.8%	4 2.4%	6 2.2%	6 2.6%	5 7.6%	8 1.1%	7 0.6%	6 3.3%	5 3.8%	
State and National	2 13.6%	3 12.1%		10 0.7%	8 1.3%	9 0.8%	4 5.1%	8 0.3%	2 8.6%		
Educational Columns		1 24.2%		9 0.8%							

Categories not included in this table may be found in Table 12, p. C-30.

TABLE 17

SUMMARY OF SAMPLE PAPERS AND SCHOOL NEWS INDEX

Newspaper	Issued	Editorial Policy	Circulation in M.C.(1964)	Circulation Factor	No. of Samples Surveyed	% News	% Advertising	Size (pages)	Adjusted Size (Tabloid/2)	Columns (per page)	Total Space (columns per issue)	Total News Space (columns/issue)	School News Space				Impact Quotient		School News Index
													Class A		Class B		Class A	Class B	
													ACI/SI	% Total**	ACI/SI	% Total**			
The Washington Post	daily Sunday	Independent	68,929 daily 75,919 Sun. (69,928*)	70	48	50	50	96 daily 282 Sunday		8	768 2256	384 1128	10.9	25.7	31.5	74.3	763	2205	30
The Evening Star Star	daily Sunday	Independent	56,858 daily 63,671 Sun. (57,831*)	58	48	35	65	64 daily 112 Sunday		8	512 896	179 314	22.9	57.8	16.7	42.2	1328	969	23
The Washington Daily News	daily (no.Sun.)	Moderately Independent	14,207	14	42	44	56	48-126 (ave. 87)	43 1/2	6	261	115	1.2	5.4	20.5	94.6	17	287	3
Montgomery County Sentinel	weekly	Independent	13,266	13	52	43	57	24-28 (ave. 26)		8	208	89	88.1	36.1	155.6	63.9	1145	2023	32
The Suburban Record	weekly	Independent	19,000	19	53	55	45	14		9	126	71 1/2	69.5	42.0	96.1	58.0	1321	1826	
The Maryland Monitor	weekly	Conservative	7,200	7	53	70	30	10		8	80	56	51.3	51.7	48.2	48.3	359	337	
Bethesda Chevy-Chase Tribune	weekly	Indpendent	14,000	14	9	50	50	10-12 (av. 11)		9	99	49 1/2	73.0	62.6	43.7	37.4	1022	612	
The Maryland News	weekly	Independent	7,500	8	9	50	50	12-16 (ave. 14)	7	5	35	17 1/2	32.0	41.8	44.5	58.2	256	356	
The Gaithersburg Gazette	twice monthly	Independent	6,750	7	4	65	35	32-68 (ave. 50)	25	6	150	97 1/2	16.5	31.6	35.6	68.4	116	249	
Bethesda Advertiser (& Silver Spring Adv.)	weekly	Independent	96,000	96	52	20	80	12-14 (ave. 13)		8	104	21	5.6	47.0	6.4	53.0	538	614	
Congressional Plaza News	17/year		40,000	40	16	12.5	87.5	16	8	5	40	5	5.0	82.7	1.0	17.3	200	40	

Note: The circulation factor in the computation of the INDEX is so critical that only those newspapers whose paid subscription circulation is certified were used; the non-subscription papers were excluded on the basis of indeterminate readership.

The circulation factor was used in the IMPACT QUOTIENT because circulation is important; the results, however, should be be viewed as "indicative" only. The error factor is too great to impart greater significance to the figures.

Other error factors include: (1) Column width varies as much as 1/8 inch; (2) a simple average of stated size was used when a "range" was represented; (3) the per cent of space allocated to news may vary from the stated figure; (4) computations in "average column inches per single issue" is a small figure, and using the nearest decimal can introduce distortion; and (5) human error in recording and tabulating thousands of figures.

**Total school news coverage (Class A + Class B) = 100%.

Method of computation:

*AVERAGE CIRCULATION: 6 x daily + Sunday ÷ average single issue

CIRCULATION FACTOR: Circulation ÷ 1000.

SCHOOL NEWS SPACE: Actual news space in the calendar year 1964, reported in average column inches per single issue and in per cent of the total; in 2 classes: (A) Curricular and Administrative; and (B) Extracurricular and External.

IMPACT QUOTIENT: Circulation factor multiplied by the average column idches per single issue found under "School News Space" in categories A and B.

SCHOOL NEWS INDEX: A and B of the "Impact Quotient" are totalled and divided by 100.

TABLE 18

SCHOOL NEWS HIGHLIGHTS: 1964 CALENDAR OF EVENTS*

January

CPS Meeting - discussion of reports that Supt. Whittier was asked to resign by School Board majority members.

Merit Pay Plan for teachers in jeopardy - Predicted school board vote: 4 to 3 against. (Whittier's program: controversial career recognition program)

Five educational groups support stand by School Board killing merit pay program. They call for drastic changes in pay program.

Allied Civic Group asks changes in school budget; asks deletion of $225,000 for expansion of teacher salary schedule from five to seven levels; asks for deletion of two weeks extra pay for teachers; wants Jr. College in Takoma Park to remain in operation; wants pupil-teacher ratio of 1962-63 restored.

Residential construction boom feared by schools.

School sidewalks needed; problem of students driving to schools; parking problem.

February

Public hearings on School Budget; Whittier backed by organizations and citizens.

State school aid bill opposed by County Council.

Montgomery Jr. College plans for construction under way.

Elementary funds OK'd by School Board; other slashes in Budget by majority members of Board; FLES to be phased out; approval of 2% teacher hike in pay.

Cartoon - County Council attacking schools.

Eight closed executive sessions on School Board budget set by County Council.

MCEA study shows teachers "moonlight" in extra jobs to supplement income.

Proposal made to establish Board of Education as independent taxing authority.

Four public work sessions and additional closed sessions planned by Council on school budget.

---

*Sources: Sentinel, Monitor and Tribune

(Continuation, Table 18)

March

School Board head urges Council to adopt budget.

Butcher asks tax cut on non-school budget; other tax cuts hinge on Council action on school budget.

School budget backed by Civic Federation.

School budget funds studied by Council - expenditures for Jr. College reviewed.

Whittier "may resign" - being considered by Philadelphia for top job.

School Board agreed to alternate plan for shifting Leland Jr. High pupils (this shift was planned by Whittier and met parent opposition).

April

Teachers reject resolution to investigate education "climate" in Montgomery County (by narrow margin).

Sixty speakers at Council hearing - most support school budget.

School budget escapes major council slashes, although $1.3 million cut from operating and $4 million cut from capital expenditures.

New offer made on school site for Montrose school; County Council rejected earlier site purchased by school board.

County budget adopted by Council - tax cut - school budget passed without major slashes - refusal to return $1 million dollars to schools.

Whittier resigns.

County Council stands firm on axing of Montrose High School site.

May

Jr. College construction gets under way.

School Board candidates sought - CPS seeking nominations - 14 member panel to interview eligible candidates, screen, etc. Indicated support for Keker, Maurer and Beck.

LWV to discuss school board elections at May meetings - 21 private residences to hold meetings.

(Continuation, Table 18)

Editorial commending Appeals Court ruling upholding right of State Board of Education to reverse Montgomery County School Board decision to fingerprint teachers. Four member majority of School Board overruled.

Teachers vote and report (man the polls, under auspices of Md. State Teachers Association) for Columbia Broadcasting System. By 8:00 P. M. teachers had relayed 96% of the vote cast.

June

County Council and School Board disagree on terms of parley to discuss school construction problems.

Farewell fete for Dr. Whittier.

Photo of Dr. and Mrs. Whittier leaving farewell event attended by over 4,000.

School officials call "urgent" meeting to discuss need for school site funds.

Teachers' bargaining unit urged (MCEA).

School Board primary plan draws criticism - opposition to primary elections for School Board candidates is key recommendation in report by School Board Selection Committee organized by MCCF - members of committee drawn from PTA's, LWV, CPS, AAUW, ACG, etc.

School building funds parley due June 30.

"Keep elected School Board and give it fiscal control" urged by Dr. Whittier.

County heads cool to school plan for emergency school site funds.

Cartoon - inadequate education facilities and rising population.

Editorial critical of Council and School Board for holding private meetings that are public business.

Article on Montessori method of education.

July

Delegates at NEA convention support integration by narrow margin - Maryland delegates split 11-8 in favor of strongly worded resolution.

School primary bill defeat urged by various groups (12 organizations). Referendum defeat urged.

(Continuation, Table 18)

Some School Board members indicate all goes well - harmony behind closed doors regarding appointment of school superintendent - rumors to the contrary.

Attendance records of Council and School Board vary from perfect to poor - Bell and Woodward had highest absentee record.

Dr. Elseroad successor to Dr. Whittier.

County Council voted to support primaries for School Board candidates.

Axing of Montrose High by County Council called "unlawful" by Board of Education.

Teachers' lack of experience cited by School Board - 60% of secondary and 46% of elementary teachers hired this year are first-termers.

Amidon plan for five other schools lacks teacher and citizen enthusiasm - expansion of this plan discussed by Dr. Elseroad at School Board meeting.

220 new classrooms to open for 6500 additional students in fall.

No primary for School Board candidates urged by LWV.

August

Three School Board members expected to run for re-election - Beck, Keker and Maurer.

JFK High School to open soon - 39 selected from 150 teachers who wanted to teach at JFK.

Editorial critical of officials at MJC who allowed student to graduate after learning student's sister took her exams. School Board rebuked and rescinded action.

School Board race officially started. Three incumbents, 1 independent announced (Frank A. Bell).

Dr. Elseroad welcomes more than 7,000 staff via closed-circuit TV.

County Council Pres. Wilson says "No Montrose High School this year" in letter to School Board.

Pupil ban on autos eyed by School Board - motion by Woodward.

September

New rezonings plague school heads. Whiteoak area discussed at School Board meeting - need for new school in Whiteoak.

(Continuation, Table 18)

J. H. French, Vice-Pres. of ACG, to run for School Board.

More than 700 new teachers greeted at Educational Services Bldg. by School Admin.

Glasses for pupils stirs debate at School Board Meeting - who pays? Vote postponed till next meeting.

Pupil car ban gains support.

School Board race lines now drawn - Paul Burdette in race for Dr. Beck's seat.

Special glasses to be paid for by schools.

School Board gives Dr. Elseroad OK to hire 200 more teachers.

Editorial on School Board race - lines drawn - "quality" vs. "basic education."

Opening school enrollment put at 99,009. Predictions for higher total after Labor Day.

PTA's unite to sponsor school candidates' rally.

Judge Noyes reconsidering controls for licensing of auto drivers under 18. (Includes requirement for driver education courses).

Big Wheaton-Rockville area rally to hear School Board candidates.

Teachers' Committee for Royce Hanson formed - Dem. candidate for 6th Congressional District.

Dr. Elseroad to address Non-partisan Tax Payers League of Montgomery County.

Frank A. Bell resigns as president of CBE.

School driver ban for students possible - announcement on Oct. 21 due by Dr. Elseroad.

Feature - During summer teachers revised courses of study on both elementary and secondary levels in a number of subjects.

Merits of Amidon philosophy debated by School Board candidates at AAUW-sponsored meeting. Basic education with emphasis on phonics emerged as one of the principal issues in the School Board election.

Maryland literacy week proclaimed by Gov. Tawes - September 22 - 29.

(Continuation, Table 18)

October

Six Board of Education candidates speak at forum sponsored by Citizens for Good Government (Rockville).

New bids asked for proposed additions to Walt Whitman High School, Beverly Farms, etc.

Bell to campaign for greater emphasis on teaching of reading and other "basic subjects."

Monitor supports Bell, Burdette and French.

Opposing School Board candidates express views regarding parking of student cars, teaching of reading, etc.

Board postponed final action on MCEA proposal for professional negotiations on behalf of teachers.

Proposed law creating primary election for Board of Education to be voted on in referendum (Question A).

Claxton (CPS) warns against capture of school system by radical right.

Board (minority and Coyle) informally approve $35,000 management study but direct that subject of quality education be avoided.

Board turns down MCEA as negotiating agent for teachers.

MCEA to ask NEA probe of "climate of teaching" in Montgomery County.

Primary referendum - conservatives support primary, liberals oppose.

Teachers endorse Beck, Keker, Maurer.

Burdette reports letters of encouragement from Goldwater.

Long editorial - CPS re Dallas placed advertisement.

Board plans new bid for Montrose High School.

November

Woodward threatens to sue Executive Director Simonds of MCEA. Woodward charged "interference" by Simonds after MCEA requested investigation of the "climate of education" upon School Board turndown of MCEA as teachers' negotiator.

Elseroad seeks salary raises for teachers.

(Continuation, Table 18)

Feature - Requests for school funds swamping Elseroad's office for consideration in 1965-66 school budget.

School Board will explore Federal "poverty hand-outs."

MCEA cartoon ads hit county - teacher pay is target in "rich" county.

December

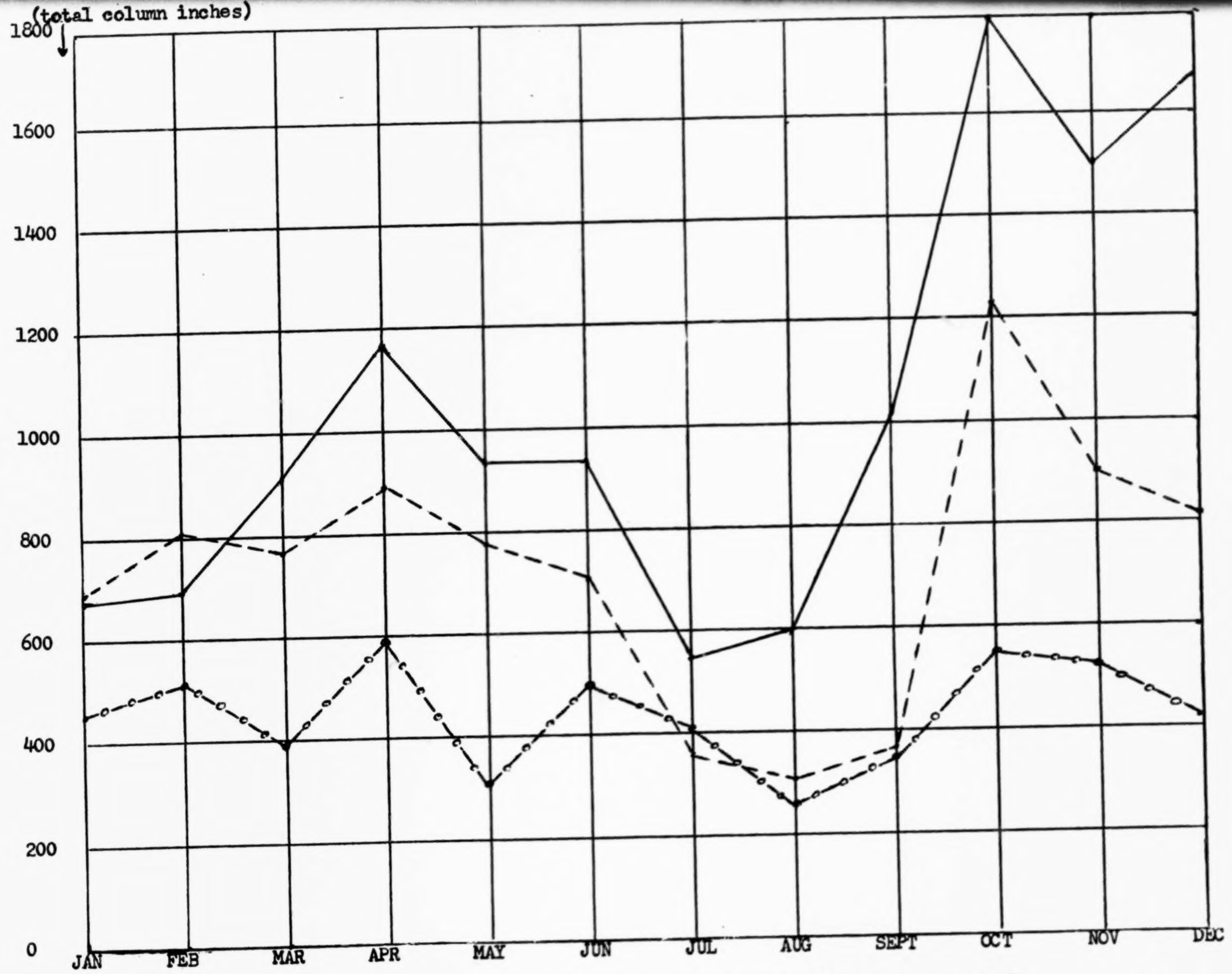
Elseroad asks $17.4 million for 1965-66 school construction.

County loses some Federal school funds - over $1 million may show up on next tax bills.

School Heads get OK from State Supt. of Schools to negotiate with MCEA as a formal bargaining agent.

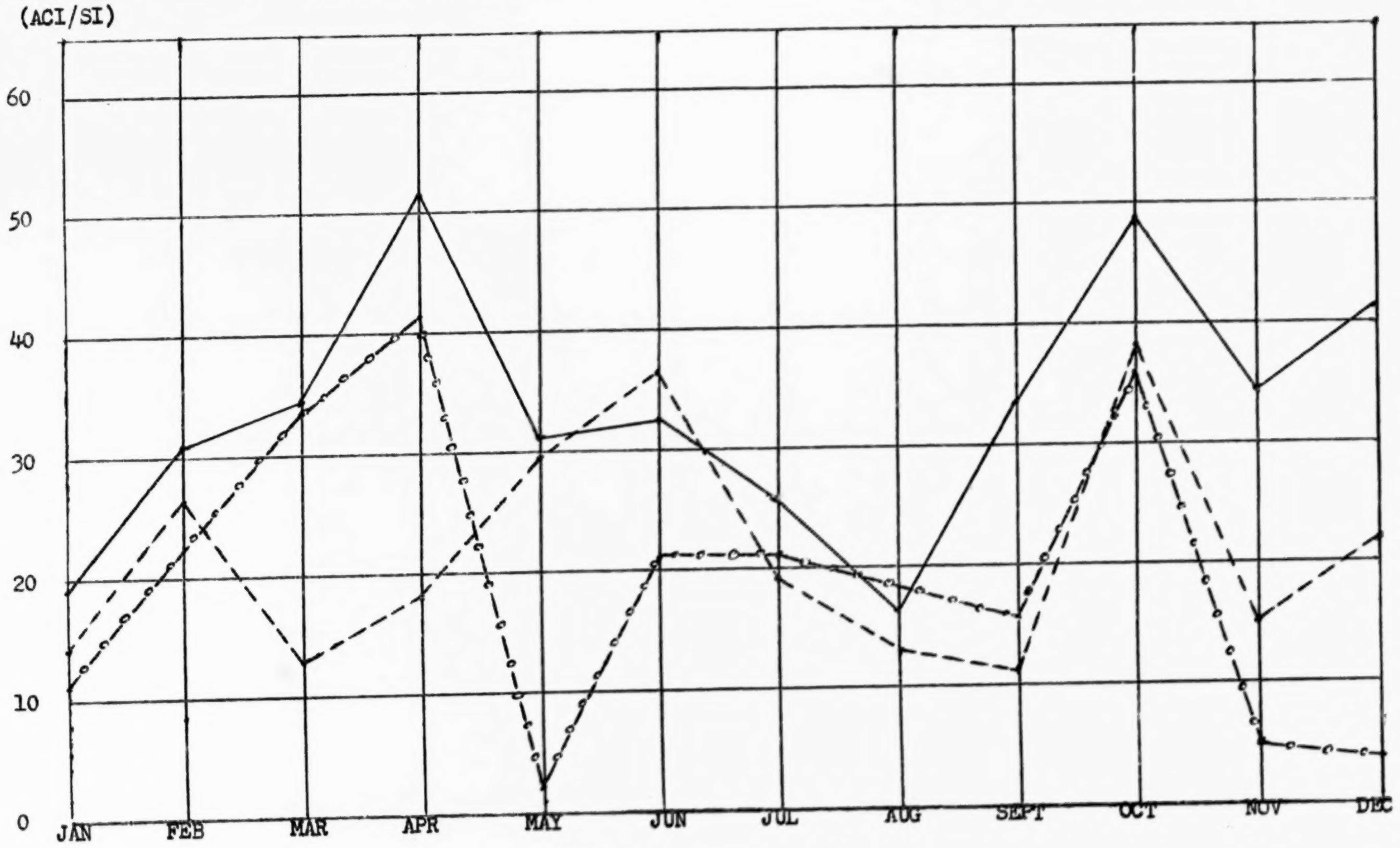
Extended In-School year eyed.

GRAPH A



MONTHLY TOTAL COLUMN INCHES FOR THREE COUNTY WEEKLIES: 1964

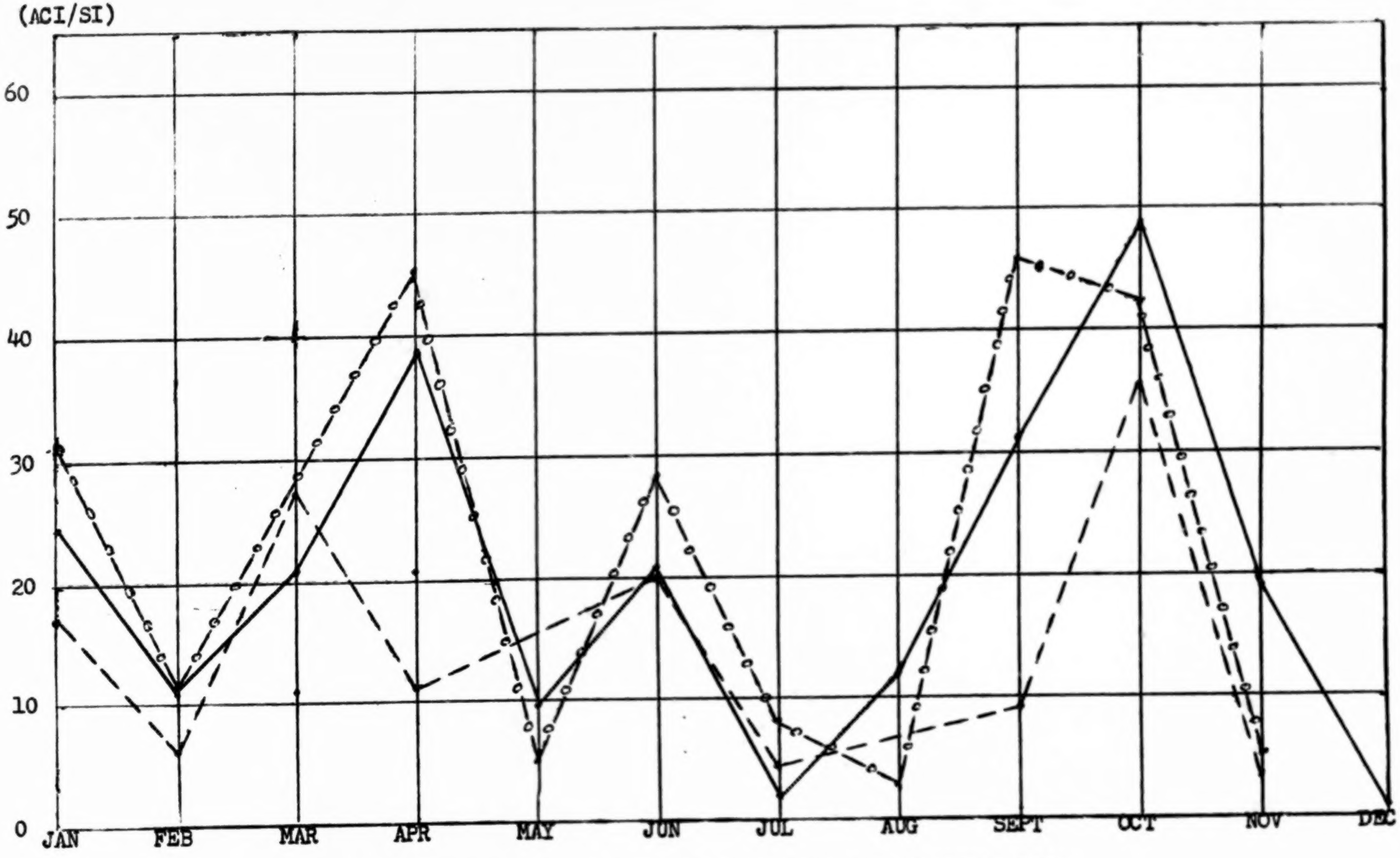
Key:
SENTINEL ———
RECORD — — —
MO AR –o–o–



EDITORIAL COVERAGE BY SIX COUNTY WEEKLIES: 1964
(Average column inches per single issue per month)

Key:
Totals for all papers combined ————————
Favorable: Adjusted totals (ACI/SI x 2)— — — — —
Unfavorable: Adjusted totals (ACI/SI x 2)—o—o—o-

GRAPH C



LETTERS TO THE EDITOR COVERAGE BY SIX COUNTY WEEKLIES: 1964
(Average column inches per single issue per month)

Key:
Totals for all papers combined ————————
Favorable: Adjusted totals (ACI/SI x 2) — — — — — —
Unfavorable: Adjusted totals (ACI/SI x 2) —o—o—o—o

MONTGOMERY COUNTY ORGANIZATIONS

. . . Relationships to Schools

Project Leader: Marian P. Fox

SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, JULY 1966

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INTRODUCTION

SCOPE OF THE STUDY

First, this study attempts to categorize the organizations in the county, to describe some of the larger ones, and to identify those primarily interested in education. The current relationships between organizations and individual schools or the school system in some of the areas where factual information is available are defined in the second section. The final section of the study contains conclusions, interpretive comments, and some suggestions, based on the findings outlined in the first two sections.

SUMMARY OF STUDY FINDINGS

Montgomery County seems to be a community of "joiners." Relatively few county organizations, however, take an active role in decision-making with respect to public education. Many organizations are interested in education through service projects and desire school information as programming for their meetings; other organizations' self-interest restricts their attention to only a small segment of the total school program.

Organizations can provide channels of communication for school information. The kind of information desired by the leaders of organizations with a primary interest in schools is very different from the information desired by the leaders of other less interested organizations. Effective transfer to the general membership of the information gained by the leaders is seldom accomplished by most organizations. Feedback of information and questions from the organizations is largely untapped by the school system.

With a few vocal exceptions, organizations are kindly disposed toward schools. Current school information and PR operations at all levels are directed toward those organizations that have a demonstrated interest in schools. The other organizations are virtually ignored.

Any effective school PR program will devote considerable attention to organized groups. The approaches will necessarily be imaginative and varied.

ACKNOWLEDGMENTS

The members of the Community Organization Panel for research design have already been mentioned in the summary acknowledgments. Many of them have also spent a great deal of thought and time on this project in addition to the Research Design Workshop. Our thanks go to countless presidents and secretaries

of organizations who have been helpful in getting the facts for Sections I and II and to many members of the school staff for their help on Section II.

SECTION I

AN ORGANIZATIONAL PROFILE OF MONTGOMERY COUNTY

HOW THE PROFILE WAS COMPILED

In the mid-1950's, the Health and Welfare Council began to compile a directory to identify the organizations in the county and the current president of each. The need for such a directory had long been recognized by the county leaders. The person in charge of the initial compilation began by interviewing a half dozen civic-minded citizens from different geographical areas. Their knowledge of the county's organizations provided about three-fourths of the initial entries. An eye on the newspapers and an attentive ear provided the remaining entires for the first directory. The most effective method for completing such a directory was the publication of the first annual issue; the organizations omitted quickly identified themselves.

The current issue of the Health and Welfare Council's Rainbow Directory (so titled because the various kinds of organizations are listed on differently colored papers) provided the basis for this profile. Without the Directory the study could not have been made, or would have been limited to the compilation of such a directory. More detailed membership mailing lists are available from some organizations such as PTA Council, Allied Civic Group, Montgomery County Civic Federation, Garden Clubs, and Women's Clubs. It is also possible to secure expanded lists of officers in Montgomery County from metropolitan organizations having branches in the county. Clubs and organizations are listed in directories published by Chambers of Commerce for certain areas of the county.

The Rainbow Directory listings have been expanded by watching the county papers and identifying some types of clubs and organizations not included in the Rainbow Directory. Undoubtedly, quite a few have been missed. The categories for organizations have been somewhat reorganized from the Rainbow Directory.

The description of organizations has been limited to those with a large number of members and those with a demonstrated interest in education. It has also been limited by the difficulty of getting information and the time required to collect it.

SOME OBSERVATIONS ABOUT MONTGOMERY COUNTY ORGANIZATIONS

If all the organizations to which county residents belong were to be included in the profile, the list would be much longer than it now is. However, it has been restricted to county-based organizations. The metropolitan nature of the area affects Montgomery County's organizations. Many professional societies, fraternity, sorority, and college alumni associations and state societies are metropolitan in membership. Most of the civil rights organizations are either bi-county or metropolitan.

Participation in metropolitan organizations absorbs some of the efforts and talents that might otherwise be devoted exclusively to county or local community organizations. Conversely, the proximity of local organizations to many of the national headquarters for their organizations makes the local organizations more effective than they might otherwise be.

There are no clubs and organizations based on ethnic groupings county or in the entire metropolitan area. In other metropolitan areas of comparable size, clubs such as German, Italian, or Polish-American are fairly common. Here they are absent. Also largely absent from the county are status organizations and exclusive clubs for which one must be recommended, voted upon by the membership, and serve a probationary service period, in addition to having proper family background and financial assets. A few expensive country clubs might be categorized as status clubs, but they are few compared to the country clubs and neighborhood swimming pools without membership restrictions, except for good character and available space on the membership roster. Some observers have suggested that a status-ranking among the service organizations, especially those for men in the business community, is emerging as county social patterns begin to stabilize.

The Hatch Act prohibition imposed on government employees which prevents active participation in partisan politics is popularly believed to be a major contributing factor to the high level of citizen participation in non-political organizations. It is true that the PTA, for example, commands the dedication of many men in this county. No part of the study has dealt with proving or disproving the Hatch Act hypothesis. Observation that no great percentage of the population in other communities is actively engaged in partisan politics leads to this conjecture: the organizational activity level of the community is probably a result of the relatively high educational level of county residents, coupled with a very human need to belong to or identify with a group of people in a county almost devoid of the traditional town and community-centered activities.

In spite of the number, diversity and high purposes of the clubs and organizations in Montgomery County, apathy and indifference among the membership is present. None of the organization leaders contacted felt that attendance at meetings was optimum or that every member was interested and dedicated. Communication within organizations was rated as fair to poor--never excellent. Of course, the leaders have a higher expectation for their organizations than does the general membership. The income level of the population may also be a contributing factor. Many residents feel they have money to pay membership dues to organizations whose purposes they support, but they do not have the time, energy or active interest to attend meetings and participate. Inactive memberships give the leaders freedom to be either very good or very bad.

CATEGORICAL LISTING OF ORGANIZATIONS

Organizations Oriented Toward Education

CPS Committee for the Public Schools
Organized 1963
County-wide. No chapters.
Membership - 1000; Dues - $3
15 member Board of directors. All members vote.

CBE Montgomery County Council for Better Education
Organized 1959
County-wide
Membership - 100; Dues - $3

MCCPTA Montgomery County Council of Parent Teacher Associations
Organized 1944
County-wide. A PTA affiliated with the Council, state and national organizations exists in each county school.
Memberships - 60,000; Dues - 15 cents per member of each PTA
Executive Committee of 40 officers and chairmen
Delegate assembly - 3 voting delegates from each PTA

CTA Classroom Teachers Association
Organized 1963
County-wide. Every member votes.
Membership - 400; Dues - $2
Membership restricted to classroom teachers.

MCEA Montgomery County Education Association
Organized 1925
Membership - 4300; Dues - $20
County-wide. Membership composed of professional employees of Montgomery County Board of Education
Executive Board - 19 members. Affiliated with Maryland State Teachers Association and NEA.
Delegate Assembly - 1 per school up to 30 teachers and 1 per each additional 30 staff members per school.

SASG Suburban Area Study Group
Organized 1944
Volunteer representatives from PTA's. Financed by contributions from PTA's sending representatives.
Non-action group. Informs members of current developments and pursues studies in depth on school topics.

Montgomery County Council of Cooperative Nursery Schools
Leadership of over 30 private nursery schools in the county.
Meets five times a year.

Montgomery County Scholarship Fund
- Organized 1955
- Administers funds raised through voluntary contributions from PTA's, other organizations and individuals.
- Scholarships are awarded to teachers already in the school system.
- Twenty-one member Board of Directors chosen by the organizations contributing.

Other education-oriented organizations:

Association for Childhood Education International

Montgomery County Literacy Council

Elementary School Principals' Association

Secondary School Principals' Association

Council for Exceptional Children, Montgomery County Chapter 246

Just as this study was being finished, a charter was granted for a local of American Federation of Teachers, a union affiliated with AFL-CIO.

Citizens' Associations

The Rainbow Directory lists 137 civic or citizens' associations. The local associations belong to two county organizations:

ACG Allied Civic Group

MCCF Montgomery County Civic Federation

Each of the county organizations has approximately 60 member associations, and about 15 of the local associations belong to both groups. The county organizations are delegate assemblies; three delegates elected by the member associations represent them in the county meetings. There are some regional councils of citizens' associations, and their member associations overlap the membership of the two county groups. A few of the local associations belong to neither of the county organizations.

A small percentage of the local associations hold regular membership meetings. Those associations in the very new communities will probably meet more regularly than those in established communities. The business of the local associations is carried on by their executive committees. Membership meetings are called in response to a neighborhood problem or crisis. Few of the local associations have an education chairman, and the interest in education is normally limited to the need for physical plant improvement or new buildings, and then only if it seems that the PTA is not active enough in the community's behalf.

The Allied Civic Group has a western boundary of Rock Creek, having been initially established as an organization to meet the needs of the eastern part of the county. Six associations in the Silver Spring area withdrew from the older Montgomery County Civic Federation thirty years ago, feeling that MCCF was dominated by Bethesda-Chevy Chase interests. Both county organizations currently study and make recommendations on county-wide issues, but not on regional ones. According to the presidents of the two organizations, the largest committee of MCCF is its Planning and Zoning Committee and the largest in ACG is the Education Committee. Both have exhibited a consistent interest in school budgets for many years.

There has been no attempt in recent years to determine how many members there are in all the local citizens' associations in the county.

Other County Groups with an Interest in County Affairs

Americans for Constitutional Action
Coordinating Committee for Planning and Zoning
John Birch Society
Maryland Committee for Fair Representation
Maryland Petition Committee - Montgomery County Chapter
Montgomery County Citizens Planning Association
Montgomery County Conservative Club
National Association for the Advancement of Colored People
Non-Partisan Taxpayers League
Suburban Maryland Fair Housing
White Citizens' Council

Men's Service and Social Organizations

- Benevolent and Protective Order of the ELKS
  - Rockville
  - Silver Spring (Ladies of the Elk)

- Civitan
  - Bethesda (Civinettes)
  - Rockville
  - Silver Spring (Civinettes)
  - Wheaton

- Exchange Clubs
  - Bethesda-Chevy Chase
  - Silver Spring

- Junior Chambers of Commerce
  - Gaithersburg
  - Kensington-Wheaton
  - Mid-County
  - Rockville (Jaycee Wives)
  - Silver Spring (Jaynecess)

Kiwanis Clubs
- Bethesda (Ki-Wives)
- Gaithersburg
- Rock Creek-Kensington
- Rockville
- Silver Spring (Ki-Wives)
- Takoma Park-Langley
- Wheaton

Lions Clubs
- Bethesda-Chevy Chase (Auxiliary)
- Burtonsville
- Colesville
- Damascus
- Gaithersburg
- Kensington
- Langley
- Laytonsville
- Loughboro
- Monocacy
- Potomac Valley
- Randolph (Auxiliary)
- Rockville (Dandy Lions)
- Sandy Spring
- Takoma Park
- Wheaton

Loyal Order of Moose
- Rockville
- Silver Spring (Ladies of the Moose)
- Wheaton

Masonic Lodges
- Pentalpha #194
- Silver Spring #215 (Order of Eastern Star - 4 Chapters)
- Wheaton #228

Oddfellows of Sandy Spring

Optimists Clubs
- Bethesda-Chevy Chase
- Rockville (Opti-Mrs)
- Silver Spring
- Wheaton

Reciprocity Clubs
- Bethesda
- Silver Spring

Rotary Clubs
  Bethesda - Chevy Chase (Inner Wheel)
  Damascus
  Halpine
  Olney
  Rockville (Inner Wheel)
  Silver Spring (Inner Wheel)
  Wheaton

Toastmasters Club

Women's Organizations

AAUW American Association of University Women
  Bethesda-Chevy Chase Branch
  Kensington Branch
  Rockville Branch
  Silver Spring Branch

600 members in four branches. The four branches have an Inter-Branch Council, and educational matters are referred to the Council, made up of the presidents and education chairmen.

LWV League of Women Voters
  24 local units. Meet at least monthly.
  Dues - $6. 1023 members
  Board of 23 members
  Maintains a long-range interest in education as a function of good government.

Montgomery County Federation of Women's Clubs
  Organized 1905.
  Membership 2193
  Twenty-three clubs belong to Federation. Clubs range in size from 25 to 700 members. Total gifts to educational purposes last year by all clubs averaged almost $10 per member.
  Great variety of educational projects supported from Heat Start to scholarships for graduate study. Funds given for underprivileged and all types of handicaps.

Montgomery County Council of Homemakers Clubs
  45 clubs. Meet monthly
  Membership 10,073
  Under auspices of University of Maryland Extension Divison

Sorority Alumnae
  Chi Omega
  Alpha Delta Pi

Needlework Guild
  Bethesda Branch
  Brookville Branch

Soroptimist Clubs
  Montgomery County
  Upper Montgomery County

National League of American Pen Women - Chevy Chase Branch

Toastmistress Club of Silver Spring

Current Comment Club of Montgomery County

Inquiry Club of Rockville

Quote Club of Montgomery County

Daughters of Penelope

Dorcas Federation

Dorcas Society

Order of the Amaranth--Montgomery Court #12

P. E. O. Sisterhood

Zonta International

Venture Club of Montgomery County

Women's American ORT

Women's Auxiliary of Suburban Hospital

Women's Board of Montgomery General Hospital

Youth Organizations (Not organized exclusively through schools or churches)

Boy Scouts of America (November, 1965 annual report)

155 Cub Packs	5717 boys
153 Boy Scout Troops	5753 boys
54 Explorer Posts	668 boys
362 total scout organizations with	12,138 boys registered
	4,509 adult leaders registered
	104 sponsored by PTA's through schools

Boys between ages of 8 and 18

4-H Clubs
62 Clubs
Total membership of 1,340; 520 boys and 838 girls
Under sponsorship of the Extension Divison of the University of Maryland
Young people between ages of 10 and 19

Campfire Girls
1500 girls
150 groups
For girls second grade through high school in four levels

Girl Scouts of America

181 Brownie Troops	42 8 girls
253 Junior	6193
77 Cadets	1738
14 Senior	313
2 Special	25
527	12,522

Many troops meet in schools, but GSA does not have official sponsorship affiliations. Membership open to girls second grade through senior high school.

Young Men's Christian Association

Young Women's Christian Association

Boys Club of Silver Spring

Teen Clubs

Health and Welfare Organizations

Alcoholism Council for Montgomery County

American Cancer Society - Montgomery County Unit

American Red Cross - Montgomery County Chapter

Cerebral Palsy Association of Montgomery County

Montgomery County Society for Crippled Children and Adults

Family Service of Montgomery County

Montgomery County Health and Welfare Council

Montgomery County Association for Language Handicapped Children

Montgomery County Mental Health Association

National Cystic Fibrosis Research Foundation - Silver Spring Chapter

National Hemophilic Foundation - Washington Chapter

Planned Parenthood Association of Metropolitan Washington

Public Health Lay Committees
- Bethesda-Chevy Chase
- Colesville
- Sandy Spring
- Silver Spring
- Takoma Park

Montgomery County Association for Retarded Children

Montgomery County Tuberculosis and Heart Association

Maryland Association for the Visually Handicapped

Emergency Homes, Inc.

Montgomery County Thrift Shop

Business Organizations

Silver Spring Board of Trade

Gaithersburg Business Men's Association

Rockville Pike Business Men's Association

Chambers of Commerce
- Bethesda Chevy-Chase
- Damascus
- Montgomery County
- Rockville
- Wheaton

Business and Professional Women's Clubs
- Bethesda-Chevy Chase
- Kensington
- Rockville
- Silver Spring
- Wheaton

Occupational and Professional Organizations

Montgomery County Bankers' Association

Montgomery County Bar Association

Montgomery County Board of Realtors

Suburban Maryland Builders Association

Upper Montgomery County Builders Association

Maryland Association of Certified Public Accountants

American Institute of Architects - Potomac Valley Chapter

Southern Maryland Chiropractic Association

Southern Maryland Dental Association (and Auxiliary)

Montgomery County Farm Bureau

Montgomery County Medical Society (and Auxiliary)

Maryland State Nurses Association - District V

Ministerial Associations
- Rockville
- Silver Spring
- Wheaton

Central Maryland Optometric Society

Montgomery County Press Association

Maryland Society of Professional Engineers

Montgomery County Association of Volunteer Firemen
  There are local groups, auxiliaries and some children's organizations--bands, majorettes, etc., in conjunction with firemen's organizations.

Trade Unions

There are 20,000 trade union members living in Montgomery County according to the Greater Washington Central Labor Council. Most of these members belong to locals which are metropolitan in structure and not organized specifically by county. There are three county locals--machinists, painters and communications workers. They do not have local publications.

The Trade Unionist is the official AFL-CIO publication for the city and metropolitan area covering Montgomery, Prince George's, southern Maryland and northern Virginia.

Political Organizations

Montgomery County Democratic Clubs:

Women's Democratic Club of Montgomery County
Northern Montgomery County Women's Democratic Club
Wheaton Women's Democratic Club
Women's Democratic Club of Bethesda
Women's Democratic Club of Chevy Chase
Women's Democratic Club of Colesville
Women's Democratic Club of Silver Spring
Women's Suburban Democratic Club
Cabin John Women's Democratic Club
*Young Democratic Club of Montgomery County
*Western Suburban Democratic Club
*Eastern Montgomery County Democratic Club
*Kensington-Wheaton Democratic Club
*Montgomery Democrats
*Donkey Club
**Montgomery County Teen-Dem Association

Note: The Women's Democratic Club of Montgomery County is a federated group, with the eight women's clubs listed beneath as affiliates.

Montgomery County Republican Clubs:

Federation of Republican Women of Montgomery County
Men's Republican Club of Montgomery County
Mid-Montgomery Republican Women's Club
Rural Women's Republican Club
Upper Montgomery Republican Women's Club
Women's Republican Club of Bethesda
Women's Republican Club of Chevy Chase
Women's Republican Club of Colesville
Women's Republican Club of Ken-Rock
Women's Republican Club of Manor
Olney District Republican Women's Club
Women's Republican Club of Potomac
Women's Republican Club of Rock Creek
Women's Republican Club of Rockville
Women's Republican Club of Silver Spring
Women's Republican Club of Takoma Park
Women's Republican Club of Wheaton
Young Republican Club of Montgomery County

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* denotes clubs with membership open to both men and women
** denotes open to teen-age boys and birls

Veterans' and Patriotic Organizations

American Legion Posts - 13
   Eight have ladies' auxiliaries

Daughters of American Revolution - 8 Chapters

Disabled American Veterans - 2 Chapters
   1 has auxiliary

Veterans of Foreign Wars - 4 Posts
   3 have auxiiiaries

Jewish War Veterans - 2 Posts
   Both have auxiliaries

Military Order of the World Wars

American Gold Star Mothers

Children of the American Revolution

Cultural and Recreational Organizations

Adventure Theatre

Montgomery County Art Association

Montgomery County Arts Center

Montgomery County Ballet Guild

Boy's Baseball Association - Montgomery County

Boys' Baseball Association - Rockville

Chevy Chase Players

Montgomery County Community Concert Association

Community Arts Association

Montgomery County Delta Omichron Music Sorority

Montgomery County Historical Society

Takoma Park Historical Society

Izaak Walton Leagues
  Bethesda Chevy Chase
  Potomac
  Rockville
  Silver Spring (2)

Kensington-Garrett Players

Sandy Spring Players

Montgomery Light Opera Association

Montgomery Players

Oratorio Society of Montgomery County

Rockville Little Theatre

Society for the Preservation and Encouragement of Barbershop Singing in America

Sweet Adelines - Montgomery County Chapter

Montgomery Symphony Orchestra

Montgomery County Youth Orchestra

Little Singers of Montgomery County

Clubs Associated with Industries or Government Agencies

No attempt has been made to catalogue all such organizations, but there are recreational clubs and teams associated with many of the businesses, industries and governmental organizations. For example, Vitro, Atomic Energy Commission, Applied Physics Laboratory, National Institutes of Health, etc., all have employee organizations and associations for wives of employees.

Avocationally-oriented Clubs

The largest group under this category (not counting hundreds of Bridge Clubs) are the Garden Clubs. The Rainbow Directory lists 43 of them. Forty Montgomery County Garden Clubs belong to the National Capital Garden Club League.

To identify this type of group in the county would take an alert, long-term checking of county and metropolitan papers as well as the bulletin boards in libraries and industries. We have discovered one or more clubs centered around the following hobbies, some organized within the county and some metropolitan in membership:

Photography
Chess
Coins
Stamps
Gems & Minerals
Square Dancing
Accordians
Recorders
Volkswagens
Folk Dancing
Barbershop Singing
Antique Cars
Sports Car Rallying
Hiking
Camping
Investments
Ceramics
Rug Braiding
Travel
Amateur Radio
Folk Singing

Senior Citizens' Organizations

The Rainbow Directory lists 17 clubs under varied sponsorships--churches, synagogues, women's clubs and recreation departments. There are six chapters of the National Association of Retired Civil Employees.

Religious Organizations

The population of Montgomery County is affiliated with churches as follows:

All Protestant Denominations	31%
Roman Catholic	24%
Jewish	6%

Of these, perhaps 15 per cent attend churches located in the District of Columbia. The average membership of a Protestant Church in the county is 600 members. Roman Catholic parish boundaries are drawn to serve an actual or potential 5000 parishoners.

Religious organizations have been omitted only to minimize the length of the profile. Almost every church has one or more organizations, and they want to know about schools. A list of the number and denominations of county churches is appended. Because church population is growing more rapidly than church physical facilities, religious groups used school buildings 20,322 times in fiscal 1965 for a total of 51,851 hours.

Church-oriented young people's organizations in the county include B'Nai Brith Youth Organization, Catholic Youth Organization, Jewish Community Center, Youth for Christ and councils of the young people's fellowship associations, which are a part of the programs of most Protestant churches. Churches also sponsor many of the non-sectarian youth organizations such as Boy Scouts or have an informal connection with others, furnishing meeting space and leadership.

In addition to those organizations associated with individual churches, there are a number of sectarian adult organizations: Knights of Columbus (and auxiliaries), Holy Name Union, St. Vincent DePaul Society, Council of Catholic Women, B-Nai Brith Women, Catholic Daughters of America, Hadassah, Council of Jewish Women, United Church Women.

Churches

Denomination	No. of Congregations
Assembly of God	5
Baptist (all)	43
Bahá'ís Faith	2
Bible Way	1
Christian Science	3
Church of Christ	3
Church of God	8
Church of Jesus Christ of Latter Day Saints	4

Denomination	No. of Congregations
Damascus Pilgrim Church	1
Disciples of Christ	6
Eastern Orthodox	1
Episcopal	22
Evangelical United Brethren	1
Faith Chapel Pentecostal Holiness	1
Free Methodist	3
Friends	2
Jewish Congregations	8
Jehovah's Witnesses	1
Lane Manor Chapel	1
Lutheran (all)	16
Methodist (all)	54
Nazarene	1
Presbyterian (all)	24
Roman Catholic	21
Self Revelation Church of Absolute Monism	1
Seneca Community Church	1
Seventh-day Adventist	10
Unitarian-Universalist	4
United Church of Christ	4
United Church of the Deaf	1

SECTION II

CURRENT RELATIONSHIPS

THE STUDY DESIGN

When this entire school-community information study was in its earliest planning stages, lists of the possible channels of communication were made, together with similar lists of the factors which could affect the flow of information in those channels. The SASG members involved in the initial planning were accustomed to working with and through organizations. It was, therefore, a natural assumption that the role of organizations should be studied. The SASG knew that the Rainbow Directory of Montgomery County contained a long list of organizations. Members of SASG had attended School Board hearings where organizations presented testimony and were familiar with educational studies made by some organizations. Beyond this, very little was known about organizations, except through personal experience with a relatively small number of them.

No previous studies were found upon which to pattern this one. The literature surveyed on school PR contains very little concerning the flow of information between organized groups in a community and the school system. The one notable exception is the role and effectiveness of the PTA, which has been thoroughly explored in school PR literature and in the popular press. A suggestion such as, "The Superintendent should belong to one or more of the civic and service clubs, and his wife can be of help to him in the garden club or church circle" is applicable only to small school systems and unrealistic for others.

The first step in evolving a process by which something significant might be done was the Research Design Workshop held in November of 1964. The Community Organization Panel, one part of that workshop, was partly composed of persons who had been active in one or more organizations. Most of these organizations were closely associated with education. The staff members on the Panel were people whose positions in the school system provided opportunities to work with and talk to the public.

No research design evolved from that meeting. It would have been a minor miracle if 20 people had been able to sort out their collective experiences, differentiate between the subjective and objective knowledge they had about their own and other organizations, and organize all of it into a workable research design in somewhat less than three hours.

The Panel did make several invaluable contributions; for example:

1. They shared personal experiences about how they obtained their own school information.

2. They discussed what they did and did not like about the informational program of the Montgomery County school system as of that date and as it related to them in positions of organizational leadership.

3. They made some suggestions which form the basis for several of the interpretive conclusions of this study.

4. They offered to be of further assistance on the project. (Many of them have served as consultants, editors or sounding-boards at various stages of the project.)

5. Commented upon their own roles and techniques as communicators of information about schools to the members of their own organizations.

In addition, the Panel suggested that a profile of the existing organizations in Montgomery County should be prepared as the logical first step in this study. (This suggestion was followed in Section I of the report.) The Panel members also discussed the desirability and feasibility of developing a questionnaire to be mailed to the presidents of all county organizations. This suggestion was rejected by the Panel because no single questionnaire seemed appropriate for organizations whose interests were so diverse. Specific questions could not be devised in the time available without involving time-consuming personal interviews; it is also probable that they would have been of doubtful value when tabulated.

(In retrospect, the project leader is grateful that the questionnaire approach was rejected and even more grateful that the personal interview technique was rejected. This would, however, be the one suggestion which I would make for a future study in this community or elsewhere. It would be interesting and apparently valuable to obtain information about social and economic characteristics from all organization presidents. In addition, their personal reactions to such questions as, "How is my organization related to schools?"; "How do members of my organization receive school information?"; and "What services does my organization provide for schools?" etc., might be very enlightening.)

If Section III was to have validity beyond that based on opinions of one individual or group, some documented facts about the current relationships between organizations and schools had to be developed. The nine small studies in this section were chosen because the information was available. While the information was not necessarily statistical, it could be developed objectively and factually. In the nine studies, initials have been used for those organizations whose names appear often:

AAUW	American Association of University Women
ACG	Allied Civic Group
CBE	Council for Better Education
CPS	Committee for the Public Schools
CTA	Classroom Teachers Association
LWV	League of Women Voters of Montgomery County
MCCF	Montgomery County Civic Federation
MCCPTA	Montgomery County Council of Parent Teacher Associations
MCEA	Montgomery County Education Association
SASG	Suburban Area Study Group

STUDY I

PARTICIPATION OF ORGANIZATIONS AT PUBLIC HEARINGS ON SCHOOL BOARD BUDGETS, 1963-1966

County-wide Organizations	(1) 1963		1964		1965		1966	
	(2) C	O	C	O	C	O	C	O
A.A.U.W. - Interbranch Council	x	x	x	x	x	x	x	x
Allied Civic Group	x	x	x	x	x	x	x	x
Cerebral Palsy Assn. of Montgomery County	x	x	x	x	x	x	x	x
Committee for the Public Schools			xx	x	x	x	x	x
League of Women Voters	x	x	x	x	x	x	x	
Montgomery County Education Assn.	x	x	x	x	x	x	x	x
Montgomery County Civic Federation	x	x	x	x	x	x	x	x
Montgomery Co. Council of PTA's	xx	xx	xx	x	x	x	x	x
Montgomery Co. Assn. for Retarded Children	x	x	x	x	x		x	
Montgomery Co. Mental Health Assn.		x		x				
Americans for Constitutional Action	x	x						
American Assn. of University Professors	x							
Assn. for Children with Specific Learning Disabilities								x
Mont. Co. Assn. for Language Handicapped Children							x	x
Non-Partisan Taxpayers League			x	x	x	x		
Community Arts Association						x		
Elementary Principals' Association				x				
Council for Better Education				x		xx		x
Montgomery County Scholarship Fund				x		x		
YWCA of Montgomery County						x		
Montgomery Co. Physical Fitness Committee				x				
Classroom Teachers' Assn.						x		
Individual Citizens	2	17	3	9		3	5	1
Local PTA's	16	23	18	39	30	28	33	19
School Trustees	1				6		5	
Local civic associations	2		3	1	1		1	1
Group of Democratic Clubs					x	x		
Students for Progress in Education				x				
Rockville Chamber of Commerce	x							
Mont. Jr. College Student Council	x							
City Government of Rockville	xx	x						
City Government of Takoma Park			xx					
Citizens for Good Government, Rockville	x					x		
Damascus H.S. Student Council				x				
Laytonsville Town Council					x			
Laytonsville Lions Club					x			
Community Committee for E. Rockville High							x	x
Area K, MCCPTA							x	
Total no. of persons making public presentations	36	52	38	66	50	46	56	32(3)

(1) The years at the top of the column are the actual dates of the hearings, not the fiscal year of the budget being considered.

(2) C = Capital Budget Hearing. O = Operating Budget Hearing

(3) January 26, 1966 was an extremely stormy night; 55 people had requested time. Many of these statements were presented later in writing.

STUDY 2

ORGANIZATIONS AND THEIR RELATIONSHIPS TO SCHOOL BOARD ELECTIONS

School Board elections are non-partisan to the extent that candidates do not run with a party affiliation. A majority of the large county organizations have provisions in their constitutions or by-laws that prohibit partisan activities by the organization, or by a member using the name of the organization. This prohibition applies to support of individual candidates in non-partisan elections. The organizations are free to develop criteria for candidates or policy statements on issues that affect a particular school election, publish their findings and urge members and the public to draw conclusions and vote on these conclusions. The organizations in this group would include ACG, MCCF, MCEA and MCCPTA. The extent to which these organizations have developed materials at the time of a Board election has varied from election to election and within the same organization.

Some of the organizations allow themselves to go farther--developing criteria or positions on issues and endorsing all candidates who meet their criteria and agree with their positions. They do not endorse a single slate of candidates as such. Two such organizations are AAUW and YWCA.

Two County organizations are conceived and organized as political organizations with their major emphasis directed toward school policies and Board candidates. These are CBE and CPS. They present a "partisan" point of view on policies, budgets and candidates; encourage persons who share their views to file for School Board seats, and raise funds and provide manpower for election campaigns.

A major service of the LWV is publication of a Voters' Guide before each election. Information about the candidates who have filed for election to the School Board is included in the Voters' Guide, along with the information about all other candidates for public office. The "voters' guide" function for School Board candidates was assumed by a coalition of county-wide organizations for the elections of 1954 and 1958. A steering committee of representatives of the organizations established criteria, agreed on pertinent questions to ask candidates, and jointly paid for publishing the criteria, biographical material, and the candidates' written answers to the questions. For a variety of reasons, the group was not able to reach concensus in order to function for the election of 1962 and subsequent years.

Two new phenomena have appeared in recent School Board elections. First, organizations have been created overnight to participate in elections. They usually have catchy initials--CURE, TOTS and CAP (County Above Party, which dominated the 1962 County elections). The second phenomenon is the active participation in school elections of organizations not normally involved in school affairs, such as Americans for Constitutional Action and Crusade for Survival.

STUDY 3

CENTRAL STAFF INFORMATIONAL SERVICES FOR ORGANIZATIONS

Representatives of organizations are welcomed and aided whenever they request information from any department of the central offices of the Montgomery County Board of Education. If the desired information is available, it is public information. There is no central place, however, where an organizational representative can be certain of finding most of the information he desires. Often considerable staff time is expended in helping find the desired information.

The following informational services are those which are consciously planned or routinely given to organizations and their representatives.

School Board Folders

Organizations which routinely send observers to School Board meetings are provided with folders containing all the materials (except personnel reports) that are being distributed to the Board members for that meeting. The folder will contain everything from a major policy proposal or an annual departmental report to bids for school fencing or pencil sharpeners. Folders are prepared upon request of the organization and maintained as long as a representative of the organization consistently attends the Board meetings. Few organizations send observers regularly enough to receive folders. Those who regularly receive folders include: AAUW, LWV, MCCPTA, MCEA, CPS and SASG.

School Board Agenda

The agenda for each School Board meeting is mailed to about 50 representatives of organizations prior to the meeting date. This agenda is a listing of topics for the meeting in the order in which they will be taken up, unless changes are made on the day of the meeting. It is difficult to judge from the agenda the time at which a particular matter will actually be discussed.

The School Board Folders and mailings of the agenda are handled by the office of the Assistant Secretary to the School Board. (The Superintendent is the legal Secretary to the Board.)

School Budgets

Invitations to attend the public meetings at which the Superintendent presents his budget to the School Board are sent to many organizational leaders.

Copies of both parts of the complete budget document, which consists of two formidable books (one for capital and one for operating budgets), are distributed at the time of these meetings to those organizations and individuals requesting them, and copies are reserved for those organizations which consistently present testimony on the budget at the subsequent public hearings. Through the school system mail delivery, several sets of budget books go to each school: one for the school trustees; one for the PTA; and one or more sets for the staff, depending on the number of employees at the school.

In recent years, resumés of the budget have been prepared by the Budget Office giving "capsule statistics," or the budget in brief. The reader must read the entire budget to find information about a specific school or program.

Hearings and Pre-Budget Advice

When the budget hearing dates are set, notices are sent to all PTA's, school trustees and to many organizations inviting them to attend and present their views to the School Board. A table showing the representation at these hearings appears in this section of the report (Study 1). These hearings are the major means currently available to organizations to provide information to the School Board and staff.

In the late spring, another notice is sent to all organizations that presented testimony on the previous budget, to school trustees and PTA presidents. This letter invites them to advise the Superintendent about items that they hope to find in the budget to be developed and presented the following December. This letter elicits some feedback for the Superintendent; responses equal about one-third the number of persons presenting public testimony at the time of the hearings. In the early 1960's a pre-budget hearing was held in October. As the size and complexity of the school system increased, it became necessary to advance the date for beginning budget preparation from October to spring, and the letter of request was substituted for the pre-budget hearing.

Speakers

When an organization contacts the Board of Education for a program or speaker, the request is channeled to the Office of Curriculum Development to discover what topic the organization wishes to hear discussed. That office will schedule a speaker for the organization. Many of the requests are received directly by the Department involved and do not go through the curriculum office. There is no "Speakers Bureau" as such. Members of the central staff and school principals spend many evenings on informational activities related to organizations. There is no easy way to determine how much time, how many evenings are spent, and who does the speaking.

A few informational "packages" (slide presentations, flip charts, etc.) have been developed by various departments. These packages address summer school, the business aspects of the school system, the growing need for school sites, and curriculum changes. A program on special education is currently being produced. These presentations have been scheduled through the departments which produced the programs.

Other Staff Informational Services

Occasionally, the Office of the Superintendent will ask all principals to inform the organizations in their building attendance areas concerning a specific issue.

County clergy have been invited to attend an informational meeting during each of the past two years. About 100 attended each time.

The Rainbow Directory is used as a mailing guide to announce some meetings that the Superintendent feels to be of broad general interest.

STUDY 4

SCHOOL INFORMATIONAL SERVICES PROVIDED BY ORGANIZATIONS

Meetings

The civic, service and religious groups have speakers and programs on school topics for some of their meetings. PTA meetings are almost exclusively devoted to school information, using a broad definition to encompass child growth, legislation, and other topics related to school children as well as school systems.

MCCPTA and MCEA meetings are basically business meetings, but the business is primarily school-related, and the background materials are informational. All of the organizations listed in the chart on school testimony, and those primarily interested in education in the profile of organizations, inform their members on school topics at meetings.

The monthly meetings of SASG are open to the public and review current school news, announce all meetings of school interest and have a speaker on school-related topics. Four times a year, the Federation of Womens' Clubs sponsors a meeting with the Superintendent, which are now open to the public as well as to education chairmen and presidents of member clubs and invited guests. The Superintendent speaks and then participates in a question and answer session.

Newsletters

Newsletters are published by almost all the organizations maintaining a sustained interest in education. Some of these are scheduled monthly. Some are issued only when the situation calls for notification of all members on a specific issue. Although primarily organizational, they carry school information; most of it is factual but some of it slanted to the purposes of the organization. SASG, CBE, CTA, CPS, MCEA and MCCPTA all have newsletters, and most of the 160 local PTA's have newsletters. LWV has a large monthly newsletter, which will carry much school information if LWF has education as a local study item. Members will usually receive a copy of the League's budget testimony through its newsletter.

A unique news service is provided by the MCEA Reports, a one-page summary of the important actions of each School Board meeting mailed to about 800 people the day after each School Board meeting.

Studies

County organizations have produced independent studies on school topics in the past 10 years. Most of these have been well received and have been influential because of the quality of workmanship on the study.

When education is the "local item" of study for the LWV, the group produces several study papers before the units discuss the issues to arrive at concensus. In recent years, these study papers have included the history and legal bases for schools and their financing, the school budget process, vocational education, class size, and junior colleges. One draft of a booklet, Know Your Schools, has been written, and work toward its publication continues.

MCCPTA has produced studies such as one on the elementary mathematics curriculum, primary elections for School Board candidates, and a study of the county tax and fiscal resources for support of public education.

MCCF made a study of the goals of education. MCEA makes professional studies within its membership and has published some other studies such as one on class size. SASG published a two-year study of able learners and is currently responsible for this report on school-community information.

In addition, there have been extensive and timely studies that have never been published. AAUW studied library and instructional materials conditions in the county schools. SASG studied school guidance and counseling for two years and reporting to parents for two years. The value of such studies has been the interchange of ideas between citizens and school staff. The informed citizens and organizations were then able to support programs and budget items which implemented the study conclusions.

Advisory Committees

Between 1958 and 1962, the Board of Education sponsored several staff-citizen advisory committees to study problems facing the school system. Some of the studies were suggested by organizations, and the citizen personnel for the committees was almost totally identified and recruited because of the individuals' organizational activities. Studies included driver education, school construction, school trustees, and sidewalks and safety.

The Montgomery County Curriculum Study of 1960 and 1961 was the most massive and far-reaching of these staff-citizen studies. It remains perhaps the largest and best curriculum study involving citizen participation done in the nation. About 300 persons were involved and the citizen members were almost all drawn from the leadership of organizations in the county, primarily those organizations most interested in education.

Programming

Organizations provide speakers and programs on school-related topics for other organizations. MCEA usually has one or more programs available for other groups. LWV maintains a Speakers Bureau, and MCCPTA provides some programming for local PTA's.

STUDY 5

COOPERATION AMONG ORGANIZATIONS ON SCHOOL MATTERS

The information flow between and among organizations is very informal. Some of the larger organizations add the names of the presidents of other groups to their mailing lists for newsletters. Most of the information exchange is on a personal level between the top leadership in the various organizations, and is usually limited to information flow among the groups of organizations which are "pro" and "anti" on a given issue.

There is no community council for the county meeting on a regular basis for cooperative efforts or to avoid duplication of efforts. The Health and Welfare Council, however, does serve this function in one area of community life.

In isolated instances, cooperative projects have been rather successfully attempted. These projects have been initiated by a single organization with invited representation from several other organizations. A School Board election committee was mentioned earlier. Currently, LWV has initiated a cooperative study-and-action-committee to explore the best methods of nominating candidates for School Board positions. MCCPTA initiated two such projects--one on School Board election procedures and the other on the tax structure of the county in relation to fiscal support for schools.

If the committees have a broad base of organizational representation, there is a proven probability that majority and minority reports will emerge from the cooperative ventures.

STUDY 6

SERVICES TO SCHOOLS BY ORGANIZATIONS

Clubs

In many of the county high schools, the Kiwanis Club sponsors a boys' service club, The Key Club, and in some of the schools there is a companion girls' organization, The Keyettes. Rotary International also sponsors The Wheel Club, a similar boys' service organization, in a few of the high schools.

Donations to Schools

Only examples of the kinds of donations and the organizations responsible for them can be noted here because each school is unique in its relationships with the community organizations. Schools identified with a particular community probably receive more organizational attention than do the schools in the densely populated, homogeneous areas.

Libraries are recipients of gifts of books on a particular subject of interest to the organization. Memorial gifts to libraries are made in honor of a member who was interested in school affairs or who was a teacher. Locally, Lions Clubs seem to be identified with funds for band uniforms, as well as with their national interest in eyeglasses and sight preservation. Many organizations will offer funds that a school principal can use at his discretion if the school nurse, pupil personnel worker or teacher sees a child in need. Organizations will also ask teachers to make suggestions as to families to be remembered in the charitable activities of the organization. Veterans' organizations or the DAR provide flags for new schools and replace outdated or worn ones.

Enrichment Opportunities for Students

Boys and girls who are juniors in high school are sent from each school to Boys State and Girls State by the American Legion for training in citizenship and leadership. Several organizations contribute money for the American Field Service and Americans Abroad programs in county high schools. The American Automobile Association sponsors the Safety Patrols and the patrol camps for training patrol leaders, and industry provides many enrichment opportunities for county students. However, these have been left out because the study is concentrated on volunteer organizations.

Some of the organizations have developed materials which aid the schools, as well as advancing the aim of the organization. AAUW prepared a booklet, "Why Go to College"," and another pamphlet for kindergarten parents about the benefits of reading to very young children. LWV has developed a great many publications on Maryland and Montgomery County government for its own use and has made them available to schools at little or no cost. For a time, LWV helped junior high civics classes to organize field trips to Annapolis during the legislative session, in some cases providing background speakers before the trips. Alumni associations aid high school counselors by providing knowledge about specific institutions of higher learning. Professional societies provide high school guidance offices with large amounts of career materials, developed by their state or national organizations.

Scholarships

The size of the scholarships awarded by organizations is not large, usually ranging from $100 to $500; most scholarships are a single gift, though some are annual grants for each of the four years a student continues his college education. The larger scholarships are awarded to one or two students in the entire county. Some are made annually to a senior in a specific school. Although the amount of money to any one student is not large compared to the cost of college, the scholarships are important because of the interest in education generated inside the organization. Often member interest is very beneficial to a student who might not have gone to college or continued otherwise.

The Federation of Womens' Clubs has a constitutional provision that a certain percentage of all its income must go for scholarships, and usually individual clubs contribute much more than the minimum percentage. The Montgomery County Scholarship Fund has awarded over $50,000 to teachers in the school system in 10 years of its existence, and 90 per cent of those scholarship recipients are still teaching in the county.

Scholarships are awarded by most of the organizations with a primary interest in education, but Business and Professional Women's Clubs, Nurses' Associations, Junior Chambers of Commerce, Rotary, Key Club and college, fraternity and sorority alumni also grant scholarships.

Awards

Many organizations recognize outstanding achievement by individual students and groups of students at the annual awards assemblies in the secondary schools; DAR awards for citizenship and ability in history; Woodmen of the World history medal; Harvard Book Prize and others, as well as some from industry, such as Vitro and Bausch and Lomb.

Service

Youth organizations very often choose the school as the recipient of a service project, such as the beautification projects of the Campfire Girls or Boy

Scout clean-up details. The Scouts will often be found parking cars for school-sponsored meetings. These services are most often performed when the youth organization is sponsored by the school's PTA or when the school is a meeting place for the group.

PTA's

All the services suggested in this section and more are also provided by the PTA's because the PTA's are centered around individual schools and cater to individual needs. The quality and quantity of service provided by a PTA depends primarily on three factors:

1. The energy and imagination of the PTA leadership
2. The relationship of the PTA to the school faculty, primarily the principal
3. The traditions built up in the unit.

With 160 PTA's in the county, each affected quite differently by the combination of these three factors, it is not possible to list their specific contributions. It should be noted that, in general, the amount of manpower and funds generated by the PTA's is enormous. The relationship between the PTA's and the Montgomery County schools began well above the national pattern of mutual respect and success and has grown even better in the past 22 years. There has been no school in the county without a parent-teacher organization since the early 1940's and none without official PTA affiliation since the early 1950's. PTA's, of course, have many of the same problems noted by other organizations: member apathy, lack of continuity in leadership, and communication.

STUDY 7

USE OF SCHOOL FACILITIES BY ORGANIZATIONS

Community organizations make considerable use of the schools in Montgomery County. During the fiscal year ending June 30, 1965, civic groups used the Educational Services Center 34 times, the elementary schools 6181 times and the secondary schools 4334 times. In addition, PTA's used the elementary school facilities 7286 times and the secondary schools 377 times. The total is 18,212 meetings, dinners, and social gatherings of organizations held in the school buildings.

A random sampling of 200 approved civic applications for building use showed this diversity of organizational use: many citizens' associations; Lions, Civitans, Junior Chamber of Commerce, YMCA; annual meetings of camps boards of directors and community swimming pool associations; basketball and baseball leagues; and square dancing groups. The Oratorio Society and the Youth Orchestra rehearsed and played; the I.B.M. Recreation Association held a dance, and the Wheaton Rescue Squad Majorettes twirled. The Accordian Association of Metropolitan Washington and a ham radio club availed themselves of space in county schools.

The after-hours use of school buildings by the Recreation Department and other branches of the county government, by the school system itself (including the adult education program), and by religious groups brought the total after-hours use of buildings to 66,144 times and over a quarter of a million hours for this one year alone.

The School Board policy for use of buildings, as adopted in 1961, states, "The Board of Education approves and encourages maximum use of school facilities. The schools, when not used for public school purposes, are to be made available to approved county groups."

It is the intention of the Board of Education to make school buildings as available as possible to those who wish to use them as long as this use does not interfere with their primary function. The principal of each building has full discretion in the use of his building for such purposes. If he wishes to deny the use of the building to a group for reasons other than space conflicts, he must get concurrence of the denial from the director of the Divison of Operations and Safety.

The regulations governing use seem to be merely formal statements of common sense. The group may not abuse the building; it may not restrict attendance because of race, creed or color; and the group must be public and non-profit, though profit-making organizations may use a school building for non-profit or charity purposes.

If extra custodial service is required for building use, the organization is charged only the custodian's salary. Public use of cafeterias is on a "fee per hour" basis plus the salary of a cafeteria manager for the same length of time. No charges are ever made to the organizations for space, heat or lighting.

STUDY 8

OTHER SERVICES TO ORGANIZATIONS BY SCHOOLS

The availability of school facilities is the largest single service that schools perform for community organizations. There are other services controlled by School Board policies to provide opportunities and simultaneously prevent abuse of the students and their time by the organizations.

In the secondary schools, student governments may conduct two fund-raising drives per year which are not exclusively for school activities. These drives are chosen by the students, with appropriate faculty guidance, and are for charitable purposes. The proceeds of the drives are directed to health or welfare funds and agencies, e.g., the Heart Fund, Family Services, March of Dimes, Childrens' Hospital.

Youth organizations such as 4-H, Scouts and Campfire Girls are allowed to distribute membership applications and recruit members through the schools. The elementary school children participate in such activities as Junior Red Cross, March of Dimes and Hallowe'en parties that raise funds for UNICEF.

STUDY 9

ORGANIZATIONAL EFFECTIVENESS

What is consciously done by the organizations to make themselves effective? Not much that could be determined. A standard pattern seems to be choosing a person for office who, in the eyes of the nominating committee, is most likely to already possess the knowledge and skill to fill the job--and is available--then hoping for the best. Some groups receive advice through state and national publications, but this presupposes that the person who needs the information receives, reads, and acts upon it. Some of the organizations have state, regional and national conventions devoted in part to training sessions. Some of the organizations will occasionally do a study of structure, procedures and effectiveness. A person who has been a particularly good secretary, newsletter editor or president of one organization will find himself besieged with offers to accept a like position with another organization.

MCEA holds a three-day training camp for its leadership, but it is a professional organization with financial resources, personnel and goals somewhat different from the volunteer organizations. MCCPTA sponsors a half-day workshop for PTA officers in the spring and some training sessions for chairmen in the fall. The Toastmaster and Toastmistress clubs touch on parliamentary law as well as the duties of a presiding officer in addition to their emphasis on public speaking. Several years ago, the Montgomery County Press Association held workshops for secretaries and publicity chairmen of county organizations to inform them of the newspaper deadlines, how to write a press release and what makes news. LWV holds briefing meetings and "dry runs" for the members who are to present the information at each unit meeting, and it has also sponsored training for the members of its Speakers Bureau.

A problem facing all county organizations is continuity--this year's leaders may not know what last year's leaders did or why they did it,--nor know who founded the organization, when, and why. A person who has been active in an organization in the county for 10 years is considered an old-timer. Some histories, directories and brochures on the various organizations are available, but there are few of them. A great deal of energy is expended by organizations in making decisions that were discussed in detail only a few years before. For a changing county, this is not necessarily bad. It brings a fresh viewpoint to the same old problems, but more continuity of information would certainly save a lot of wasted motion.

SECTION III

CONCLUSIONS

Many organizations exist in Montgomery County. They are diverse in size, purpose and structure.

A small percentage of the organizations in the county are active enough in educational matters to develop a position on the Superintendent's Budget and present their views in the form of public testimony. In the four-year period studied, only nine of the county-wide organizations presented statements regularly.

Many of the largest and most interested organizations have provisions in their bylaws that prohibit partisan politcal activity. This extends to the support of candidates in School Board elections. Organizations can and do discuss topics relevant to School Board elections.

The Central Staff of the Board of Education provides many informational services for organizations. With the exception of speakers, most of the informational services are now directed to the organizations primarily interested in education. (The other organizations are largely ignored in the present program of informal information services.)

The organizations which receive most of the informational services from the Board of Education are the same organizations that provide school informational services to their own members and to the public. They are also the organizations that initiate studies and, in the past, provided members for school advisory committees.

Communication and cooperation among organizations in the county is almost accidental. The Health and Welfare Council provides coordination in one broad area of community concern.

Most organizations have some contacts with schools, though the contacts may be informal. Schools will recieve organizational gifts or services; organizations meet on school property and sponsor clubs, awards and scholarships.

The self-interest of the organization will determine the kinds of contacts with or services provided to schools. Most organizations can be assumed to be friendly toward schools. This is manifested through an interest in children, scholarships, services, or the employment of the end products of the school system and is not generally in the form of active participation in school affairs.

PTA's have a unique organizational position in relation to schools because they are organized solely around schools and the needs of children.

School facilities can be and are used by organizations. There is a minimum of red-tape and expense involved.

Youth organizations and charities receive many services from schools.

Organizational effectiveness may occasionally concern the leaders of the organizations, but very little constructive, concerted effort is expended on remedying the problems.

INTERPRETIVE COMMENTS

Consideration of organizational potential in a school-community information program seems essential. Organizations provide a ready two-way communications potential if effective means of activating it can be discovered.

Organizations provide a platform from which leaders may speak and through which they can act. They can and do generate public support for schools.

Many organizations exist to teach, to develop skills, or to perform services. These are natural interests which might be channeled to benefit schools.

There are real differences between the organizations which are and are not primarily interested in schools with regard to the type and quantity of school information they seek.

Self-interest is the key to receptivity of organizations to school information. Individualizing approaches to different organizations will require perceptiveness and imagination.

A public relations program directed to organizations must be decentralized because of the diverse interests of the organizations, because of the geographical scattering of the organizations, and because most of them will have contacts with either an individual school or with the central office, but not with both.

SOME PRACTICES APPLICABLE TO ORGANIZATIONS IN THE COMMUNITY

A File of Organizations

Section I of this report could be expanded into a valuable working tool--a comprehensive file. It might be kept on key-sort cards or some other workable computerized form. This would mean that all luncheon clubs meeting on a certain day could be identified within minutes, or all the women's organizations or all the organizations presenting testimony on school budgets for the past five years.

Initially, the file would record basic facts such as:

1. Meeting time and place
2. Number of members
3. Basic interests of the organization

4. Current president
5. School attendance area in which it is located

With use, the file might be even more valuable if it contained previous contacts with the organization, influential community leaders who belong to the organization, and the organization's strengths and weaknesses. The public service value of a duplicate file (not annotated) might be considered to aid organizations as a means of strengthening inter-organizational communication.

A School Information Library

A central repository for the information produced by organizations primarily interested in education and the information produced by the school system for organizations would be very helpful. Organizations lose things in their files, if they have files. Fellow organizations sometimes never see copies of studies or testimony. Individuals who try to keep a complete working library of all the materials for even one or two years soon discover that the spare bedroom will not hold it all.

The library might contain:

1. Budget testimony presented by organizations for several prior years
2. Budgets for those years
3. Studies prepared by organizations
4. Staff studies
5. School Board minutes
6. Annual Reports of Board of Education Departments
7. Other items as experience dictates

This is the same material that a school information program would use for a resource library. To have it available in one place would be a community service. Work tables and a person acquainted with the materials available for consultation would add to the usefulness of the library. (The Panel[1] members expressed praise for the cooperation they had received from all the central staff offices in their individual quests for information. They also said they felt guilty about taking up so much staff time and would welcome procedures that would make the handling of inquiries more efficient.)

Speakers

Organizations request most of the speakers. The Panel had strong feelings about speakers. They emphasized the following:

1. The first requirement for a speaker is that he be a good speaker.

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[1] The Panel in this section means the organizational representatives to the Community Organization section meeting of the SASG Research Design Workshop held in November 1964. The notes taken at that session were very helpful. Subsequent interviews with many of the same persons provided additional ideas.

2. The person who knows the most about the subject is not necessarily the person who will make the best presentation.

3. Speakers should avoid the "hard sell" and present neither too gloomy nor too rosy a picture of the school system. They should allow the community to share the problems that the schools face.

The Panel made several suggestions which are possible approaches:

1. In-service training in public speaking for the administrative and supervisory staff

2. More audio-visual presentations with a person to answer questions following this type of presentation

3. Speech outlines developed by the most knowledgeable persons to be used by other staff members

Speakers can be effective channels of feedback. If each speaker listed audience questions for the school information office after each public appearance, these could be helpful when tabulated. Questions asked a great number of times would pinpoint information gaps. Conversely, the occasional questions can be treated as individual cases, not county-wide issues.

The Panel felt that a Speakers' Bureau for the school system would be valuable with wide publicity given to the phone number and perhaps a brochure of speakers and their topics distributed to organizations. Flexibility should be maintained so that organizations could request speakers on topics of their suggestion. Provision should be made to treat issues when they are timely. (A brochure about a Speakers Bureau should not be a limiting factor.)

Materials

Organizations are an available channel for the distribution of printed materials. The successful printed materials will be those geared to the self-interest of the organization. Some examples of these are:

1. It might be possible to aid all principals to add one page to a general digest of the budget documents. This additional page could highlight exactly what the budget means for each school.

2. Movies, film strips, charts and displays are effective means of presenting information to organizations. They enhance the effectiveness of a speaker, or present information without the presence of a speaker.

3. Some charts and displays might be available to those organizations particularly interested in education on a loan basis for use by speakers which the organizations provide or as resource materials for organizational discussions or decision making.

4. Brochures presenting the key points of annual reports, new programs or

other matters pertaining to schools might be effective beside the plates at luncheon and dinner meetings of professional and service clubs.

5. Members are conditioned to read the newsletters of the organizations to which they belong when other sources of the same information may escape their notice. The "piggy-back" techniques of including school information with these newsletters might be explored.

Involving Members of Organizations

The Panel members who had served on advisory committees and in study groups felt that these experiences had been rewarding and that consideration should be given to involving many organizational representatives in future studies. Their assessment of the results of staff-citizen study committees was:

1. Mutual understanding of the complexity of modern school problems
2. Generation of new ideas and acceptance of others which had been rejected without trial
3. Constructive criticism.

The Panel suggested a present need for an advisory committee on school-community information composed of staff sources of information, citizen and organizational consumers of information, and professional consultants.

Asking for help is an effective technique for involving organizations and schools in mutually beneficial situations:

1. Many organizations already provide services and would do more if projects were suggested. Other organizations would become involved if asked.
2. Organizations with a business, vocational or avocational orientation can provide curriculum resource materials and speakers or advisors.
3. Several organizations working together can solve some problems for a school more effectively than a single organization.

There are many valid, effective levels of involvement for a single organization. Perhaps this hypothetical case of an organization not generally considered school-oriented will illustrate:

> In a given high school building attendance area, there are three Homemakers Clubs. An imaginative Home Arts teacher and a supportive principal could reach a hundred or more women in one or more of the following ways:
>
> 1. One member from each club asked to judge a style show.

2. Every member of all three clubs invited to view the style show and have tea in the Home Arts suite following it.

3. Ask a Homemakers Club to make the new fireproof draperies required for the teachers' lounge instead of asking the PTA.

4. Ascertain the exceptional talents of some of the Club members and invite them to be guest lecturers on table settings, holiday home decorating, slipcovers, etc. They are practitioners of the home arts and as valid consultants as an atomic physicist is for the physics class.

5. There are some students in the classes who cannot afford the better quality dress materials which the rest of the advanced sewing class will be using. Can the Homemakers Clubs provide some cash or cloth?

6. A new addition is to be built and Home Arts will move into it. An advisory committee from these three clubs might be asked to help plan and decorate the new quarters and in the process learn a great deal about the Home Arts curriculum.

Other Organizational PR Considerations Suggested by the Study

Organizations meet in schools. Is their request to do so treated as an imposition or as a service the school is delighted to provide? How can a school tactfully tell an organization that it is abusing this privilege? What is the effect of the school building on the casual visitor who attends a meeting in the school?

Organizations offer gifts and services to schools. Are they graciously thanked with a note from the principal or the students? When organizations offer favors that the school cannot accept, is the offer refused with adequate and gracious explanation?

Are there some studies or types of school information which would receive greater public acceptance if done by an organization independent from the school system?

Is there a need for a Community Council on School Affairs to coordinate activities of organizations and avoid duplication of effort and to identify voids in activities desirable to support schools ?

Is it desirable to inform more organizations about policy decisions that will be on a specific School Board agenda if the decisions are related to the self-interest of the organization?

If organizations can play a significant role in two-way communications for the school system, are there ways in which the school system might cooperate with individual organizations or groups of them to increase the effectiveness of the organizational structure or leadership?

SCHOOL-COMMUNITY INFORMATION PROGRAMS IN MARYLAND

Prepared by: Mary Flax

SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, JULY 1966

E-1/E-2

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I. INTRODUCTION

Purpose of Study

A survey has been made of the information programs of the Maryland public school systems within the framework of the Maryland Public School Laws. An effort was made to determine how each school system operates its public information program according to its own particular needs.

Acknowledgements

The co-operation of the county superintendents and their staffs in preparing thoughtful replies to the questionnaire submitted to them and in forwarding copies of annual reports and other printed materials is gratefully acknowledged. Dr. James A. vanZwoll of the University of Maryland faculty was particularly helpful in setting forth the goals of school-information programs and in lending relevant material.

Summary of Results

Results of the survey indicate that all of the larger Maryland county school systems have a staff member who has at least some of the responsibilities of a public information specialist. Responses to the questionnaire also indicate that superintendents in the smaller county systems assume the responsibility of keeping the public informed.

II. STUDY DESIGN

The information upon which this survey has been based was obtained for the most part by means of a questionnaire which was sent to each of the Maryland county superintendents. The questionnaire (text appended) was designed to obtain some factual answers about procedures followed by the school systems.

Legal Aspects

The Maryland General Assembly of 1865 established a general system of free public schools throughout the state. General control and supervision over the public schools and educational interest of the state is exercised by the State Board of Education. The Maryland Code (Article 77 section 22) charges the State Board with responsibility for developing "public sentiment in support of public education." This section of the Maryland Public School Laws appeared in the Code as early as the year 1872 (ch. 377).

It seems evident from the language of section 22 that the General Assembly was concerned with the need for establishing a favorable climate of public opinion under which the public schools would operate. Although more general in scope, the statutory provision pertaining to the county boards of education is likewise explicit in charging them with responsibility for promoting public interest in the schools. Article 77 section 55 reads as follows:

> The county board of education shall exercise, through its executive officers, the county superintendent, and his professional assistants, control and supervision over the public school system of the county. The board shall consult and advise, through its executive officer and his professional assistants, with the boards of district trustees, principals, teachers and interested citizens, and shall seek in every way to promote the interests of the schools under their jurisdiction.

The preceeding section appeared in the Maryland Code as early as 1916 (ch. 506, §25B). In the sixty years since the enactment of this expression of the Assembly's concern with the promotion of the interests of the public schools, "promotion" has come to have the unfavorable connotation of "hard sell" and other "stretching of the truth." It would be a misrepresentation of the Assembly's intent to "develop public sentiment in support of public education" to subscribe to any activity which "sells" the public. Interpretation of section 55 as it relates to promotion of the interests of the public schools, and considered in light of the earlier section 22, does require that the boards of education inform the public and consult with the public.

As contemplated by the General Assembly, at an early date, the county board of education would operate "through" its superintendent and "with" interested citizens in promoting the interests of the schools under its jurisdiction. This direction to the boards is clearly an expression of the philosophy of public education in a democratic society. The public school system reflects the educational needs of the community which it serves.

Evidence of the intention of the Maryland General Assembly to give the public school systems the responsibility for informing the public is the requirement that the county boards of education shall publish "an annual report addressed to the people of the county, covering the condition, current accomplishments and needs for the improvement of the schools, also a statement of the business and financial transactions of the Board" (Art. 77 §72).

In addition, the General Assembly has provided that "There shall be held in each school, once a year a public exhibition of school-work, of which due notice shall be given, that parents and others interested in education may attend." (Art. 77 §94)

It should be noted, too, that the use of school buildings during nonschool hours by local citizens was anticipated. Whenever twenty-five citizens in the school system petition for the use of the school building for a non-partisan gathering of citizens for the presentation of public questions or other civic, social or recreational activities, free use of such building or grounds shall be allowed by the county board of education. (Art. 7 §80)

The 1965 Maryland General Assembly modified the role district boards of school trustees serve in the administration of the present-day county school system by elimination of their supervisory duties which had outlived the purpose for which they were originally designed. The pertinent section of the Maryland Code states that "each district board of school trustees shall seek in every way to develop public sentiment in support of the public schools." (Art. 77 §77; 1965, ch. 418, §2).

The Setting of the Study

The Maryland public school systems vary greatly in size. In addition to the city of Baltimore, there are three counties--Baltimore, Montgomery and Prince George's--with enrollment figures exceeding 100,000 students. Anne Arundel County has more than 50,000 students. The counties of Allegany, Carroll, Frederick, Harford, Washington and Wicomico have between 12,000 and 22,000 students. The thirteen remaining counties each have between 3,000 and 12,000 students in their public schools.

All of the larger systems have experienced substantial increases in pupil enrollment in the past ten years. Several of the smaller county systems have also shown considerable growth. The four large suburban counties of Anne Arundel, Baltimore, Montgomery and Prince George's have more than doubled their school enrollment figures since the early 1950's.

III. RESPONSE TO THE QUESTIONNAIRE

The questionnaire relating to school-community information programs in Maryland was completed by all of the larger county school systems (Montgomery County excepted). Replies were also received from the school systems in Caroline, Carroll, Frederick, Garrett, Harford, Howard, Kent, Somerset and Washington counties.

Baltimore City is in the process of organizing a department of school-community relations, as recommended by a Citizens' School Advisory Committee report dated November 1964. Because of this present hiatus in their program, the questionnaire was not returned. Since other studies of school-community information exchange were being conducted, Montgomery County was not included in this survey.

Annual Reports

Response to the questionnaire indicated that the annual report, or a substitute newsletter printed in lieu of an annual report, is the principal source of school information directed to the community which the system serves. Since the county boards of education are required to publish an annual report addressed to the people of the county, a comparison of various approaches to the report as a vehicle for informing the public may give some clue to understanding each system's philosophy of public relations. In practice, the county boards are given considerable latitude as to how they shall make this report.

The foreword to the Harford County Board of Education's annual report for 1965 is a letter addressed to the citizens of the county expressing the "hope that this report may help you to gain a broader understanding of the school system in which you have a very important stake."

The annual report of Harford County is entitled Your Schools, and presents an interesting picture of the schools in operation. It includes an invitation to parents to visit the schools their children attend and learn in more detail about the many aspects of "Your Schools." This report is in pamphlet form with a financial statement in addition to the statement of the "condition, current accomplishments and needs for the improvement of the schools." (Art. 77 §72)

The annual report of the Board of Education of Carroll County for the year 1964-1965 takes note of the system's "100th year of operation under the county unit of administrative structure." It expresses the desire "to have the year 1965-66 be noteworthy not only for its historical centennial, but for the benefits which. it is hoped, come to pupils, teachers and parents as a result of the school program." There follows a narrative account of the many facets of operating a school system with a growing student population.

In Washington County the financial report is printed in the county newspapers and the remainder of the Board of Education's annual report is printed in the form of a teacher's handbook which is available to the public upon request.

For the past several years the Prince George's County Board of Education's annual report has been cited as an outstanding example of a well-prepared report. This report is printed in booklet form with an easily recognized format. The publication is issued with a sequential pattern for presentation of the education program of the county. The language is clear and concise; the photographs are excellent; and the layout of the booklet is attractive. Careful attention has been given to all the details of editing and printing.

In Anne Arundel County, a widely circulated publication entitled The Schools Meet the Challenge is used to make frequent reports to the public with in-depth coverage of one aspect of the school program. The annual financial report is separately printed and circulated.

The Baltimore County Public Schools Community Newsletter, published semi-annually is considered the principal report to the citizens in that county. The county newspapers publish the school budget and excerpts from the budget are included in the newsletter.

Other Publications and Printed Material

Several school systems publish newsletters for distribution to the public on a regular basis. These publications contain information of current interest as well as background feature articles. In the smaller county systems, the newsletter may serve the dual function of informing the staff and the general public. The method of distribution varies as does the frequency of publication. The newsletter may be sent home with the youngest school-age child in each family, as in Frederick County, or it may be mailed to all parents, as it is in Kent County. Whatever method is employed for distributing the newsletter, it is always made available to a list of interested citizens and organizations in the county. In addition, the newsletters are mailed to the superintendents of the other Maryland school systems.

Many school systems print booklets and brochures on specific subjects related to the education program. These brochures may be printed in a sequential pattern with a detailed discussion of the division of responsibility in the school organization or they may be discussions of special programs offered by the school system. The brochure is often designed for the needs of a particular reader. The reader may be the parent of a child with a speech impediment who needs to know something about the speech program, or the reader may be a new resident in the county who wants to know something about the organization of the school system and how it is administered.

The larger school systems have printed copies of county maps detailing the location of the public schools in the county. Some school systems have printed material containing information about the schools that can be made available to industry whose employees have school-age children. In counties which have a growing population of new residents, printed material is often designed to acquaint them with the educational advantages as well as the pattern of organization of the school system.

Coverage by Mass Media

Without exception every respondent to the questionnaire said that school events are regularly reported in the county newspapers. In approximately one-half of these counties the newspapers have reporters assigned to cover school board meetings. It is the usual practice of the staff member responsible for the school information program in the larger systems to attend school board meetings and write press releases.

The administrative offices of the Frederick County Board of Education are visited almost daily by local reporters and board meetings are also covered by reporters from the local press. The local newspaper has a school page once a week with news from the county schools.

In Somerset County, the superintendent is responsible for the writing of press releases and considers newspaper releases the most significant aspect of his school information program. In Caroline County all press releases must be cleared by the superintendent of schools. In these two counties radio and television are not available for school information programs.

However, in the larger school systems radio and television are employed as a source of school information. Significant use of television was reported by Anne Arundel, Baltimore and Prince George's counties. Washington County has particularly emphasized television education as part of its school program. Radio is used regularly by Garrett, Kent, Frederick and Harford counties.

Interpersonal Activities

All the respondent school systems have an "open house" or other day when the public is invited to the school. Usually American Education Week or a day during that week is set aside as visitors' day. The individual principal is often free to select a day in the year for the parents to visit the school.

All the school systems have staff members available for speaking engagements with civic groups. The superintendents seem to be willing to meet with any size gathering of county residents. In the larger county systems a list of possible speakers is available to community organizations.

In all the counties from which questionnaires were returned, citizen advisory groups have been formed at some time to meet with and advise the school staff of citizen interest in the schools. There are a few standing advisory committees, but usually the committees are formed to consider a specific topic of interest at a given time. Several Maryland counties have had citizen advisory committees which were formed to study the problems related to school desegregation. The topic may be the non-graded primary system or how to set up a kindergarten program in the school system.

Harford County has a Parent-Teacher Association's Presidents' Conference whose members have over the years

> . . . studied specific phases of the instructional program, class size, teacher's duties, needs for specialized personnel, state and national trends in public education, school maintenance, the school budget, and a great many other aspects of the educational enterprise. Committees have been formed to make thorough studies of problems which have seemed to be of major importance. The results of these studies have frequently served to bring about action on the part of the Board of Education and local government officials. (Annual Report of the Board of Education of Harford County, 1965)

The Washington County Citizens' Advisory Committee for Education is an independent group which studies school programs and makes recommendations to the Board of Education.

Frederick County is now forming an "Educational Opportunities Committee" as recommended by the local Rotary Club.

In Prince George's County citizen interest is for the most part expressed through the PTA's. The role of the PTA's in serving as communication links between the school and the community was mentioned by several respondents to the questionnaire.

The School Staff

The need for an informed school staff has not been overlooked in the Maryland county school systems. Many systems have staff newsletters or monthly bulletins to help teachers and other staff members to keep informed about their school system. As mentioned earlier in this study, the system's newsletter sometimes serves both staff and public.

The Board of Education of Prince George's County publishes a staff-oriented booklet three times during the school year in addition to a staff newsletter. As a school system becomes very large with a staff of several thousand persons, the printing of exclusively staff-oriented publications may be a necessary solution to the problem of communicating the developments in the system as a whole to the individual staff member.

Several school systems print a teachers' handbook containing descriptive material relating to the program of education in the county. Sometimes the annual report was cited as a publication giving teachers information about the operation of the school system.

Most of the county systems use in-service training programs and meetings of various kinds to help teachers and other staff members become aware of their roles in school-community exchange of information. In Baltimore County each school has its own public relations organization under the direction of the central information office. Every teacher in Prince George's county is thought to be a public relations representative of the school system.

Organization of Information Program

In the smaller county school systems in Maryland the superintendent assumes the responsibility for the information program. In a small system the superintendent is able to assume responsibility for the operation of the education program in a very direct sense.

The Maryland counties of Anne Arundel, Baltimore, Harford, Prince George's and Washington have a designated full-time staff member who is responsible for the information program.

Anne Arundel County schools have a "Supervisor of Publications and Public Relations" with a professional background in the teaching of English and as a supervisor of instruction. She attends school board meetings; writes press releases; prepares a staff newsletter; prepares the annual report; and performs other services of this nature as requested by the superintendent.

Baltimore County schools employ a "Specialist in Educational Information" who has a college degree and newspaper experience. He attends school board meetings; writes press releases; edits a staff newsletter; writes and develops feature stories for newspaper and magazines; operates a speakers' bureau; develops information for surveys and questionnaires; arranges for numerous meetings and conferences; is responsible for a health appeal drive; and prepares pamphlets and brochures.

Harford County schools have a "Director of Public Relations" with a professional background in teaching, administration and newspaper work. He writes press releases and prepares a staff newsletter and other printed materials related to the school program.

Prince George's County schools have a "Supervisor of Publications" who has a Master of Arts degree in English and is a former teacher of English and journalism in the system. She attends school board meetings; writes press releases; prepares a staff newsletter and other printed materials related to the operation of the school system; edits the annual report; assists with special programs honoring teachers and students; and assists generally in developing a program of public relations.

Washington County schools employ a "Coordinator of Public Information and Publications" with experience as a daily newspaper education writer. He attends school board meetings; writes press releases; prepares a staff newsletter; and supervises the duplicating of all forms and instruction materials.

Public Response

When asked to comment on questions relating to public response to various aspects of the school program, the respondents' replies ranged from "apathetic" to "cooperative" on all matters. Some said the public's reaction varied, usually being favorable to announcements of budget increases; to purchase of school bonds; to an expanding school building program; and to innovations in curriculum. Several systems report that public meetings are well attended. However, some respondents expressed disappointment that more people did not go to these meetings.

No school system reported having made a citizen survey or other measure of the level of the public's knowledge and information about school affairs, but most county systems have informal means of measuring citizen knowledge about the schools. "Informal" rather than planned or programmed measurement of the public's knowledge of school affairs includes the entire spectrum of informal contact, ranging from individual conversation to the reports of the county council of PTA's in the larger system. When the telephone calls for information about enrollment figures or other pertinent facts about the operation of the education program become less frequent, the assumption is made that the brochure quoting these statistics is being read by the county residents.

General Conclusions

For the most part, the impression created by the replies to the questionnaire is that the Maryland county school systems are aware of the various aspects of a school-community information program. However, it is not possible to draw any conclusions about the effectiveness of information practices in Maryland on the basis of the questionnaire. The inherent deficiencies of a survey made chiefly by means of a questionnaire were apparent in the numerous non-descriptive answers and the limited number of volunteered comments. The need for follow-up interviews of staff people and county residents became evident as the questionnaires were returned. In several instances questions were misinterpreted by individual respondents or were not considered relevant to their information activities.

The responses to the questionnaire do permit a comparison of information practices. The responses also reflect the operation of each school system as a unique and individualized educational organization. There are standards to be met, but each system has a different population and a different set of problems to cope with in meeting the common objective of educating its children.

Since the Maryland county school systems vary greatly in size of enrollment and geographic distribution of population, a summary will be made of information practices by rough grouping according to total enrollment figures beginning with the large suburban school systems in Baltimore and Prince George's counties. No attempt will be made otherwise to compare or contrast the various county units.

IV. INDIVIDUAL COUNTIES: SCHOOL INFORMATION SERVICES

Baltimore County

The problems of communicating in a large, rapidly growing school system are described in the 1959 report of the Public Relations Committee of the Baltimore County Schools. The report states at page two:

> In the ten years . . . "the tidalwave of new enrollment" has broken on Baltimore County Schools, and we have been all but swamped in it. We are, it may be admitted, in a state of under-development in the field of public relations. It is time to catch up. (A Public Relations Program for the Baltimore County Schools, 1959)

This "Committee on Public School Relations," which was established with the approval and cooperation of the Superintendent of the Baltimore County schools, "was established for the purpose of thoroughly studying the many problems related to public relations and its effect on our schools, our children, our staff, and the total community." The report defines the term "public relations" to mean "school public relations, and we define it as being the total organized effort of the public school system to promote a greater knowledge and better understanding of all aspects of the school program." (page 2)

With the filing of this report by the Public Relations Committee, the present school public relations program of Baltimore County was launched. The Baltimore County Board of Education has defined the functions of the Office of Educational Information thus:

> In order to keep residents informed of developments in the County public schools, the Board authorizes such information projects as news releases both to the press and to radio and television media, special informative television programs, a semi-annual community newsletter to residents, and brochures on the school system. School personnel in individual County schools serve as a continual communications "link" between the Board and County residents. (The Board of Education of Baltimore County: Its Responsibilities, Its Organization, Its Relationships)

The above description of the activities of the information office in the Baltimore County school system does not limit the information services to these activities, but seems, rather, to set the scene for a broad information program. It is particularly noteworthy that school personnel in the individual county schools are recognized as the communication link between school administration and county resident. In fulfillment of this goal a staff member not only has to be made aware of his role in public information, but has to be informed himself about school affairs and has to be close to the "ear" of the community which the school serves.

The school system of Baltimore County has approximately 110,000 students enrolled in 127 schools. The total number of school employees is 8,200 persons. In 1952 there were 47,463 students enrolled in the public schools of the county. The Office of Educational Information assists and cooperates with the individual schools in their public relations efforts. Each school has organized its own public relations activities under the direction of the central information office.

The staff member of the Baltimore County school system is kept informed about what is going on in the system by means of a newsletter, the Staff Exchange. This newsletter is edited by the head of the information office and contains news items of general staff interest. One section is titled, "Board of Education in Action," which includes a list of actions taken by the board during the intervening time between editions. This section is printed "in order to provide school personnel with information regarding selected, significant actions of the Board of Education of Baltimore County." Staff Exchange is published for school personnel bi-monthly except during July and August. This newsletter is not just a compilation of names of staff personnel. It should make interesting reading for anyone concerned with the public schools in Baltimore County.

The principal report prepared for the citizens of the county is the Baltimore County Schools Community Newsletter. This newsletter is published semi-annually and is usually about four pages in length. The issue printed in the Fall of 1964 contains a "Message From the Superintendent" urging the county residents to inform themselves previous to the electorate's vote on the pending school bond issue. The message reads in part thus:

In recent years, the citizens of Baltimore County have been faced with the challenge of providing new school facilities to meet the County's rapidly increasing enrollment, about 5,000 annually, as well as expanding and improving older facilities to keep pace with today's program of education.

Leaders in all walks of life are focusing their hopes for the future on more and better educational opportunities for all in seeking solutions to the many perplexing problems facing our society. We are living in a period of rapid change which makes greater demands on our schools than ever before.

The use of television and radio has been emphasized in the information program of the Baltimore County school system. The programming on these media is under the direction of a full-time professional member of the information office staff.

Much effort has also been expended in the development and writing of feature stories for newspapers and magazines. The report of the Public Relations Committee recommends that the news-feature articles project "should be directed and coordinated by someone on the central office staff, in order to insure that a maximum of good quality news-feature articles are not only written but published." The report recommends that the material be developed by principals, teachers and other staff members who are qualified to speak on the particular topic. Some of the many suggested topics for news releases or feature articles are: "Can a Comprehensive High School Meet Today's Needs?"; "Why Group Children in School?"; and "What Do School Marks Mean?"

The Office of Educational Information operates a speaker's bureau among its many activities in the field of information services. The bureau provides speakers on education topics to service clubs and other civic groups upon request. The superintendent usually meets with small gatherings of county residents rather than with large groups.

As described in the above issue of the Community Newsletter, "School buildings and grounds are community centers for many types of uses other than regular school instruction. Recreation groups make the most regular use of school buildings and grounds, both summer and winter." This issue also extends an invitation to the citizens of the county to visit the schools in their neighborhood. "All of the schools are always open to the public." Citizens are especially encouraged to attend the schools during American Education Week.

Prince George's County

The Board of Education of Prince George's County has been confronted with the many problems of communication in a school system with a fast-growing student enrollment. In the past fifteen years the number of students has climbed from 31,428 to 113,254 in a program including children in the kindergarten classes. The system has 184 schools spread over a large area with a total school staff of about 8,000 persons.

Since 1957 the Board has employed a supervisor of publications who is responsible for the editing and printing of several publications as well as other printed materials used in their information program. The supervisor is directly responsible to the superintendent of schools and works closely with him in all phases of the program. In addition to publications, the supervisor is also responsible for writing press releases and for press relations in general. This includes publicity for school activities and for programs which honor outstanding students and teachers.

The stated purpose of the public relations program is to inform citizens of what is going on in the schools. The professional staff is an integral part of this program. The teachers are considered to be public relations personnel.

In the preparation of material for publication, a committee of appropriate supervisors and principals assists in developing the necessary background information under the direction of the supervisor of publications. Careful attention is given to the myriad details of printing and publishing the annual report and the many brochures explaining the operation of the county's school system.

The staff publication, P. G. Pointers, is issued three times during the school year and is distributed to the entire school staff. The foreword to the December 1963 issue is a letter addressed to the teachers from the superintendent and reads in part:

> This publication, being sponsored by the Board of Education for the eleventh consecutive year, contains material prepared by and for teachers in the public schools of Prince George's County.
>
> . . . .
>
> We have an opportunity through our publication, P. G. Pointers, to share information relative to various aspects of the further development of the educational program, as the school system expands to serve the increasing number of students.
>
> . . . .
>
> May we continue to share through publications, in-service meetings, and other programs the knowledge and experiences that enable us to enrich the educational background of the children and youth.

P. G. Pointers is printed in booklet form with a stiff cover and a continuing format. The material is of general interest and carefully prepared. It conveys the impression that a conscientious effort is being made to keep the staff informed about what is going on in the system as a whole. The attractive appearance of the booklet is enhanced by the inclusion of excellent photographs.

In addition, members of the professional staff of the Prince George's County schools receive a Newsletter containing a summary of news and events in the county schools. This publication is printed on good quality paper and is four pages in length. The December 1964 issue contains information regarding the recommended school building program as presented to the board of education; a discussion of the elementary French program; and other material of general interest to members of the staff.

Although publications and other printed materials have been emphasized in the Prince George's County school public relations program, publicity is not overlooked as an important element of informing the public. Radio and television stations are included in all advance stories and are considered "extremely helpful in making announcements."

The supervisor of publications in Prince George's County attends school board meetings and forwards copies of stories on board meetings to several local newspapers. Some of the newspapers also have reporters assigned to cover school board meetings. In addition to the press releases prepared by the supervisor, the individual schools often prepare releases concerning specific school events.

In addition to publications and publicity, the supervisor of publications participates with "community groups and organizations on programs of mutual interest and concern." Special programs are arranged in cooperation with local PTA units. During the time the school budget is under consideration, a joint meeting is held with the PTA's.

The Board of Education in Prince George's county relies on District Boards of School Trustees to serve as communication links between school and community. In the printed booklet, District Boards of School Trustees, issued in 1963, the Board recognizes the modern role of school trustees for the elementary schools:

> The school trustees often counsel with the principal on the relations between the school and the community, assist in determining the need for school facilities within a community, consider the special needs for a school in terms of the local community, and advise the principal on the use of school facilities as a civic and community center. The trustees also perform an invaluable service to the community by interpreting the school program to the people. Recently, the Superintendent called upon the trustees to assist in the prevention of vandalism in the schools.

The booklet, District Boards of School Trustees, closes with this paragraph:

> A growing change in the concept of the role and the value of trustees seems evident today. Although their value is not prescribed by law, it is the idea that active interest and participation of the people of any community in their schools are essential to effective democratic education. The people through the trustees have a representative body that may communicate the desire of the local community in regard to its schools.

Anne Arundel County

With a student enrollment of 57,000 and 83 schools, Anne Arundel County's school system has 27,000 more students than it had in 1955. The Board of Education employs a supervisor of publications and public relations and an assistant in the department of public relations.

The duties of the supervisor of publications and public relations are described in the requirement that the supervisor shall:

> --Prepare for publication the annual report of the Board of Education of Anne Arundel County as required by Article 77 Section 69 of Maryland Public School Laws;
>
> --Assist local schools in the improvement of yearbooks and student newspapers and magazines;
>
> --Assist staff personnel in the editing of materials for distribution to school personnel or to the public;
>
> --Report plans, programs, and achievements of the county school system to periodicals, professional journals, and newspapers;
>
> --Be responsible, in cooperation with other staff members, for collecting, assembling, and editing materials for a periodic newsletter to teachers and parents to keep them informed of the educational program of the schools and the work of the Board of Education;
>
> --Perform other services of this nature as requested by the Superintendent.

The principal publication of the Anne Arundel County school system is a report entitled, The Schools Meet the Challenge, which serves both the staff and the public as a source of school information. This report is issued frequently and usually is devoted to a presentation of one aspect of the educational program. It is widely distributed and an attempt is made to reach every family in the county.

Following each meeting of the Board of Education, a Minutes of the Last Meeting is prepared and copies are mailed immediately to PTA officers and interested county residents. This publication is also circulated to the individual schools in the county.

In addition, numerous brochures are printed to explain a particular facet of the school program. For the parents of children entering school there is a brochure titled, The Door Opens. For students entering junior high school there is a booklet titled, Taking the Seventh Step. And for the parents of children enrolled in a special program there are the following brochures: Off to a Special Start, Speech Special and Job Training. Some of these publications are designed for a more general audience: The School Health Program, Continuous Progress - The Nongraded Primary School, and Desegregation of Public Schools in Anne Arundel County.

The Anne Arundel County school system has a list of speakers available for civic groups. The superintendent accepts invitations to meet with citizen groups and usually addresses the Anne Arundel County Lay Conference on Education which meets annually.

Washington County

The public school system of Washington County has 20,802 students enrolled for the 1965-1966 school year. This figure is an increase of about 4,000 students over the enrollment figures of ten years ago. There are forty-five schools with a total of 1500 employees in the system.

The Washington County Board of Education publishes a newsletter on a regular basis which is edited by the coordinator of public information and publications. The newsletter is sent to all the employees of the school system through weekly delivery and is mailed to a thousand county residents. The mailing list is composed of the names of officers of civic organizations, community and government leaders and interested citizens whose names have been provided by school principals.

The school system publishes a teachers' handbook which contains general information about the schools. The Washington County Television Report is also printed and circulated in the county. Special emphasis has been placed upon educational television in Washington County with the operation of a pilot ETV program.

There are staff members available for speaking engagements with civic organizations and the superintendent also meets with various groups in the county.

As mentioned earlier, the Washington County Citizens Advisory Committee for Education studies school programs and makes recommendations to the Washington County Board of Education. This group of citizens functions in an independent advisory capacity.

Harford County

The Harford County Board of Education has almost 22,000 students enrolled in its school system. Ten years ago there were about 13,000 students enrolled in the county schools. The county employs approximately one thousand teachers in its thirty-one schools. The students live in a semi-rural area. Eighty-seven per cent of the secondary school children are transported by school bus to the secondary sites which are on large plots of land with an average of forty acres per school.

It is the responsibility of the director of public relations to publish the annual report of the county school system. The 1965 annual report titled Your Schools contains a presentation of the school program and a financial report. The report is addressed to the citizens of Harford County and is circulated through the students and by mail.

The director of public relations also edits a staff newsletter, Harford Schools, which contains information of interest to the teaching staff and other school personnel. The December 1965 issue includes a letter from the superintendent which refers to the special emphasis that the Harford County Board of Education has placed on reducing elementary class size to twenty-five pupils.

As stated in the 1965 annual report, "in order to secure the number of teachers needed, the program of recruitment has been intensified." The county has two booklets which can be used for teacher recruitment. One booklet contains photographs of the elementary schools and describes their operation and the other booklet describes the high school program and has aerial photographs of the schools in their rural settings.

In addition to the above-mentioned publications, the director of public relations also writes press releases and is responsible for relations with the press and radio. As the need arises, radio is used on a daily or weekly basis.

Frederick County

The Frederick County public school system presently has 16,764 students enrolled as compared to 12,402 students ten years ago. The system employs 1,358 persons and has thirty-four schools under its jurisdiction.

The annual report of the Frederick County Board of Education is principally a financial report, but usually includes a presentation of the building program and at least one area of instruction. It is printed in booklet form and is distributed by means of a mailing list to PTA's, county superintendents, and civic organizations; and through the schools where one copy for every five pupils is made available.

The county schools also publish a newsletter titled Frederick County School News which is sent to individuals and organizations on the mailing list and is sent home with the youngest child of each family represented in the school system. Each issue of the newsletter contains a "Superintendent's Message" and several articles containing information about the school system which is of general county interest. The newsletter is printed on good quality paper and is four pages in length.

The April 1966 issue of the newsletter has as its lead article a project report on Title I and Title II of the Elementary and Secondary Education Act of 1965. This issue, among other items, also includes an article and photographs describing experimental earth science classes in the Catoctin Mountain region.

Both the annual report and the newsletter are edited by a member of the staff, employed as a speech therapist, who is experienced in this type of work. He is also responsible for the weekly school programs which are broadcast during the school year by the county's two radio stations.

The local newspaper has a school page once a week with news from the county schools. Local reporters visit the administrative offices of the school system almost daily and are also assigned to cover school board meetings.

Citizen advisory groups have been formed at various times for specific reasons. At the present time, an "Educational Opportunities Committee" is being formed on the recommendation of the local Rotary Club.

The PTA's in Frederick County serve as communication links between the school system and the communities they represent.

Carroll County

With a school enrollment of 12,800 students, Carroll County has increased its student population by 3,000 since the early 1950's. There are twenty-four schools and about 750 employees in the school system.

The annual report of the Carroll County Board of Education is the principal publication of its school system. Occasionally there is a printed report from the superintendent. The annual report for the school year 1964-1965 is addressed to the citizens of Carroll County and contains a financial, statistical and narrative report of the operations of the county school system for that year.

The annual report describes in detail the many facets of the education program. There is a discussion of the special needs of the county school system which transports approximately eighty-two per cent of its students by school bus. Mention is made, too, of the special needs and challenges of a complex and varied school population. The annual report is circulated through the schools and the PTA's.

The superintendent, or the assistant superintendent, usually is responsible for press relations and the writing of press releases. The county newspapers assign reporters to cover school board meetings.

Radio is used to make announcements of school events and to inform the public about current items of general interest.

There are staff members available for speaking engagements with civic groups and the superintendent meets with both large and small groups of county residents. Teachers and other staff members are made aware of their role in informing the public through general and special meetings.

Howard County

In the past ten years the public schools of Howard County have doubled their pupil enrollment figures. There are currently 11,070 students attending eighteen schools in the county with a total of 800 employees in the system.

The annual report of the Board of Education of Howard County usually explains some facet of the school program in considerable depth in addition to its financial report. The report is duplicated and bound for distribution to members of the board, school principals, PTA presidents and to interested citizens who write to the administrative office requesting copies.

The superintendent assumes responsibility for the information program as a part of his responsibility for the total program of education in the county.

Press conferences are held every Monday afternoon at which time reporters from the local and metropolitan newspapers are present to receive information concerning the schools and to raise questions related to the entire school program.

Members of the staff are available for speaking engagements with civic groups and the superintendent meets with both large and small gatherings of county residents on occasion. Public meetings are very well attended in Howard County.

Caroline County

There are nearly 5,000 students enrolled in the Caroline County public school system. This figure is up about 900 pupils in the past ten years. There are 316 school employees in eleven schools and the administrative staff.

The annual report of the Board of Education of Caroline County is published in booklet form and is distributed to students, faculty and civic organizations. The superintendent is responsible for writing this report and for the writing of releases to the press.

There is an occasional staff newsletter printed by the school system. The meetings of the faculty are the principal source of school information. Staff members are available for speaking engagements and the superintendent meets with both small and large groups of county residents.

Kent County

The Kent County school system has 3,539 students enrolled in its education program. This is about 500 more students than were enrolled ten years ago. The system employs approximately 250 persons in its fifteen schools and attached to its administrative staff.

The annual report of the Kent County Board of Education is principally a financial report. It contains also a section prepared by the County Health Department. The report is duplicated and distributed to PTA officers, principals, county commissioners and local newspapers in addition to the State Board of Education and other Maryland superintendents.

The Kent County Educator is a regularly published newsletter which serves the dual purpose of informing both the school staff and the public about what is going on in the school system. The newsletter is edited by a teacher on the staff who works half time as a public relations officer. The Kent County Educator is mailed to the parents of all school children and to other citizens who wish to have their names added to the mailing list. It is also sent to PTA officers, principals and to those persons receiving the annual report.

As the need arises, other printed materials are published by the Kent County schools. Press relations and the writing of releases to the press are the responsibility of the staff member who edits the newsletter. In addition, the superintendent or a supervisor may prepare news releases from time to time.

In the Fall of 1965, a fourteen-week series, "Know Your School," was presented on the local radio station. The program was broadcast five days a week. There also are special announcements and programs presented occasionally on the local station in addition to the daily lunch menu and the PTA's weekly radio program.

Staff members make speaking engagements with civic groups as does the superintendent. A citizens advisory committee has been formed to consider the building program and another was formed to study desegregation of the public schools. Several groups have made studies of school curriculum--one of these was formed to consider offering French in the elementary schools.

Garrett County

The Garrett County school system presently has 5,100 students enrolled in nineteen schools. In 1955 there were 4,641 students in the county schools. The total number of school employees is 350 persons.

The Board of Education of Garrett County usually includes other information than the financial report in its annual report to the citizens of the county. The report is published in the county newspapers and is also distributed through the schools in booklet form. Radio is used regularly as an added means of communicating with the county residents.

The superintendent is responsible for the publication of the annual report. He meets with both large and small gatherings of civic groups and considers the public's response to invitations to attend public meetings very good.

Somerset County

The school system in Somerset County has 4500 students enrolled for the 1965-1966 school year. In 1955 there was an enrollment of 4000 students.

The school system employs 230 persons and has eighteen schools.

The Board of Education of Somerset County publishes its annual report in booklet form and distributes it to county residents through the schools, PTA's and by mailing copies. This report is prepared by the central staff.

The superintendent of schools considers the information program to be his responsibility. Newspaper releases have been emphasized in this county. There is also a monthly bulletin prepared for the staff. Personal contact with staff members is also possible in this small system.

V. SUMMARY

This study of school-community information programs in the Maryland public school systems leads to the general conclusion that the county systems are aware of their obligation to inform the public concerning their county's program of education. This conclusion is based upon an analysis of the responses to the questionnaire sent to each county superintendent and from a reading of the printed materials published by several of the county systems.

Since the Maryland school systems are required by statute to publish an annual report addressed to the citizens of the county, each of the responding county systems recognizes the need for printed materials in a school information program. In several Maryland counties, the annual report has been de-emphasized in favor of a newsletter addressed to the citizens of the county. The newsletter allows for more frequent reports to county residents.

Informative, well-written publications can contribute much that is useful to a school-community information program. However, there are many other opportunities for the exchange of information between school administration and county resident which should be explored.

As envisioned by the Maryland General Assembly as early as 1916, the county school board would, through its superintendent and staff, consult and advise with the boards of district trustees, principals, teachers and interested citizens. There would seem to be no way to measure or evaluate the extent to which interested citizens are consulted with in the operation of the schools. It is significant that all the respondent counties have at some time organized citizen advisory groups to study problems related to the education program in the county. In addition, all superintendents and their staff members are available for speaking engagements with civic groups and other county organizations.

One avenue of communication open to the school systems in Maryland, which seems to be largely overlooked by school administrators, is the possible role of district boards of school trustees as communication links between school and community (supra, p. E-3). The supervisory and related duties which once were the responsibility of the school trustees have come to be the responsibility of the county board of education, its superintendent and its administrative staff. However, in a large county school system, there would seem to be a real need for some kind of representative voice from the many communities within the county.

The Prince George's County Board of Education (supra, p. E-13) has recognized the role that trustees may serve the community "by interpreting the school program to the people." The Board's publication, District Boards of School Trustees, also recognizes "that active interest and participation of the people of any community in their schools are essential to effective democratic education. The people through the trustees have a representative body that may communicate the desire of the local community in regard to its schools."

The need for two-way communication between school and community was stressed in the report of the Citizens School Advisory Committee to the Board of School Commissioners of the Baltimore City Public Schools (supra, p. E-3). This report states on page 90 (Abridgement of Studies and Recommendations):

> The School-Community Relations Study Committee is convinced that frank, meaningful communication between the schools and the community is the absolutely essential base upon which all else must be built.

Considering the ever-present need for the free exchange of information between school administration and county resident, it becomes evident that publications are only a partial answer to the problem of communication. Emphasis on increased citizen concern and involvement with the school system can mean a better informed and more knowledgeable public ready to support the public schools. To achieve an understanding and rapport between the school system and the public is to fulfill the requirements of a public school system as established in the State of Maryland.

VI. APPENDIX

SUBURBAN AREA STUDY GROUP

Montgomery County

SCHOOL-COMMUNITY INFORMATION STUDY OF MARYLAND PUBLIC SCHOOLS

I. Size of school system

   A. Enrollment figures for 1965-66?

   B. Enrollment figures approximately 10 years ago?

   C. Total number of school employees?

   D. Size of professional staff?

   E. Number of schools?

II. Annual Report

   A. Is this principally a financial report?

   B. Is other information usually included?

   C. Who is responsible for writing the report?

   D. Is this report published in the county newspapers?

   E. Or is it printed in some other form?

   F. How is the report circulated?

III. Other printed reports to the public

   A. Is there a "Report from the Superintendent"?

   B. Is there a newsletter or similar publication issued on a regular basis?

      1. Who is responsible for editing the newsletter?

2. How is it circulated?

C. Is there a publication containing information about the schools?

1. Available to parents entering their children in school?

2. Available to students in upper grades?

3. Available to industry whose employees have school-age children?

D. Are there printed copies of your "Program of Studies" available to parents and other interested prsons?

E. Other publications or printed materials?

IV. The newspapers and other news media as a source of school information

A. Are school events regularly reported in county newspapers?

B. Is there a staff member responsible for press relations and the writing of press releases?

C. Do county newspapers have reporters assigned to cover school board meetings?

D. What use is made of radio and television?

V. Use of school buildings as a means of informing the public

A. Do the schools have annual "open house" or other day when the public is invited to the schools?

B. Is there an established policy as to what day is set aside for open house or is it the responsibility of the individual principal?

C. Is the school library used as a source of school information?

VI. Other means of communicating with the public

A. Are staff members available for speaking engagements with civic groups?

B. Is it the usual practice of the superintendent to meet with large public groups or with small gatherings?

C. Have any citizen advisory groups been formed to meet with and advise the administrative staff of citizen interest in the schools?

D. What responsibilities are given the district boards of school trustees to serve as communication links between the school system and their own communities?

E. Other means of public communication?

VII. The school staff as a source of school information

A. Is there a staff newsletter?

B. Is there printed information about the school system available to prospective teachers?

C. Is there a teacher's handbook?

D. How are teachers and other staff members made aware of their role in informing the public?

VIII. Organization of information program

A. Is there a staff member responsible for the information program?

1. What is his title?

2. To whom does he report?

B. What is the professional background of the responsible staff member?

C. What are his duties?

1. Does he attend school board meetings?

2. Write press releases?

3. Prepare staff newsletter or other communications?

4. Describe other duties

D. Is there a division of responsibility between the preparation of publications and other aspects of the information program?

IX. Evaluation and comments on public information program

A. What is the public response to

1. Announcements of budget increases?

2. Purchase of school bonds?

3. Invitations to attend public meetings?

4. Announced need of site acquisitions and new building construction?

5. Innovations in curriculum?

B. Has an attempt been made to determine whether the public is informed and knowledgeable about school affairs?

C. What aspects of your school information program have been particularly emphasized?

D. Other comments

A SURVEY OF PUBLIC RELATIONS PROGRAMS IN SELECTED PUBLIC SCHOOL SYSTEMS

Prepared by: Marjorie B. Douglis

SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, JULY 1966

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SECTION F-I

INTRODUCTION

Scope of the Study

This study is a report on public school public relations programs in selected communities across the nation.

1. An overall exploratory study in 1964-1965 of the available information on school public relations programs

2. A survey, by questionnaire, of certain aspects of school-community communications programs in 1966.

Brief Summary

School public relations refers to circular communication from the schools to the community and from the community to the schools. The communications may be formal or informal with either the community or the schools initiating them.

A review of publications describing school PR programs from various school systems indicated that there were probably five major components necessary for a good school public relations program:

1. A qualified director with sufficient staff and budget

2. School board members and school administrators who are aware of the importance of good school-community communications

3. Professional and supporting staffs who are aware of their roles as participants in school-community relations

4. A continuous, formal program

5. Provision for two-way communication between school and community.

Of the 29 school systems surveyed in this study, 26 indicated one or more persons in charge of their PR program. Seven programs were rated "successful" by their own directors; 20 were self-rated as "partially successful."

The most important assets for a good school PR program were listed by respondents as:

1. Good PR director and/or PR staff

2. School board, superintendent and school staff committed to and supportive of, good school PR

3. Good teaching and a good school program

4. Good school-community information exchange.

The most common problems of school PR directors were cited as:

1. Communicating with the public

2. School staff lack of understanding of their PR role

3. Not enough time, budget, or staff for the PR program.

Acknowledgements

Thanks are due to the school superintendents and public relations directors who so graciously answered the questionnaire. Appreciation is also due many staff members of the National Schools Public Relations Association for advice, and especially to Mrs. Doris Jones for various resource materials. The invaluable suggestions and cooperation of the committee members, Mrs. Mildred Levin, Mrs. Margaret Sharpe, and Mrs. Rosalind Shifrin are gratefully acknowledged.

SECTION F-II

PRELIMINARY SURVEY OF SCHOOL PR PRACTICES

The study was developed in two phases. Phase I surveyed existing school-community communications programs. From this study was formulated the premises of the five essential components of a school PR program stated in the introduction.

PARTIAL LISTING OF SOURCE MATERIALS

School PR Programs Reviewed

The following is a partial listing of some of the public school PR programs reviewed during Phase I of this study:

Abington Township School District
Albuquerque, New Mexico
Arlington County, Virginia
Champaign Community Unit 4, Illinois
Columbus, Ohio
Dade County, Florida
Detroit, Michigan
Duluth, Minnesota
El Paso, Texas
Fairfax County, Virginia
Great Neck, New York
Kansas City, Missouri
Lansing, Michigan
Ladue School District, St. Louis, Missouri
Michigan Education Association, Lansing, Michigan[1]
Newark, Delaware
North Tonawanda Public Schools
Oklahoma City Public Schools, Oklahoma
Pasadena City Schools, Pasadena, California
Pittsburgh, California
Port Huron, Michigan
Seattle, Washington
Shoreline Public Schools, Seattle, Washington
Springfield, Missouri
Stockton Unified School District, Stockton, California

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[1] Public Relations Handbook, a guide to school-community relations.

Reports Published by School PR Programs

The following is a partial listing of some of the reports published by school PR programs reviewed during Phase I:

- Arlington County, Virginia
- El Paso, Texas
- Fairfax County, Virginia
- Indianapolis Public Schools, Indianapolis, Indiana
- La Due School District, St. Louis, Missouri
- Memphis City Schools, Memphis, Tennessee
- Minneapolis, Minnesota
- Pittsburgh, California
- Seattle Public Schools, Seattle, Washington

Research Reports

A Survey of Public School Public Relations Programs in United States Cities of 200,000 to 525,000 (1950 Census), by Richard E. Nielsen, July, 1959

Public Relations Directors in Public Schools; A Survey of Public Relations Directors in Public School Systems Serving U. S. Cities of 100,000 to 200,000 population. Extracted from an unpublished Master's Thesis by Saul Lavisky, 1961.

Other Sources of Background Information

Light a Fire, pamphlet published by the National Committee for the Support of the Public Schools, 1963. Report of a conference held in Washington, D. C., April 7-9, 1963.

Public Relations Gold Mine, published by NSPRA, volumes 1 - 5.

U. S. Census of Population 1960 Census. U. S. Dept. of Commerce, Bureau of the Census, United States Summary.

Public Attitudes, keynote address by William Ruder, delivered at the Public Relations Conference, October 3, 1960, in Albany, New York. Printed by the New York State Citizens Committee for the Public Schools, Inc.

Education Directory 1964-65, Part II. Public School Systems, 1965. U. S. Department of Health, Education and Welfare, Office of Education.

SECTION F-III

SURVEY OF SELECTED PUBLIC SCHOOL PUBLIC RELATIONS PROGRAMS

Phase II dealt with a questionnaire derived from Phase I designed to elicit information on particular aspects of school PR programs.

Most of this report is devoted to discussion and analysis of data received through the questionnaire (see Appendix).

PROCEDURES

Basis for Selection of Systems Surveyed

Two surveys of school public relations programs had been made in 1959 and in 1962.[2] Since the one by R. E. Nielsen examined programs in larger communities, closer to the size of Montgomery County, questionnaires were sent to all 34 school systems mentioned in his report. The National Schools Public Relations Association furnished a list of 31 school systems of all sizes considered to have good school PR programs, 12 of which were in the Nielsen survey. Questionnaires were, therefore, sent to the other 19 communities. Thus a total of 53 questionnaires were sent.

Respondents

A total of 29 completed questionnaires were returned. Nineteen were from large communities of over 200,000 population; 16 of these were from the Neilsen survey, and three from the list provided by NSPRA. The remaining 10 were from small communities on the NSPRA list.

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[2] Richard E. Nielsen, A Survey of Public School Public Relations Programs in United States Cities of 200,000 to 525,000 (1950 Census), St. Paul, Minnesota, July, 1959.

A similar report of communities of 100,000 to 200,000 population is Saul Lavisky's Public Relations Directors in Public Schools, University of South Carolina, 1962.

Design of the Questionnaire

The questionnaire was designed to obtain information in the following areas:

1. General information about the community

2. General information about the school system

3. Specific information about the school PR program

   a. Staffing
   b. Self-assessment
   c. Assets
   d. Problems

4. Information about communications between the community and the schools

5. Correlations, if any, between particular elements in the community, the school system, and the existence and effectivenss of the PR program.

TABLE 1

GENERAL INFORMATION

Name	Community			School System				School PR Program			
	Population 1960 Census	Estimated Present Population	Median Family Income (1)	Current Pupil Enrollment	Per Pupil Cost	Average Class Size	Pupil:Professional Ratio	Director	Professional Assistants	Secy	Written Policy
*Memphis, Tenn.	497,500	589,500	$4903	120,230	$322	32	30:1	1	0	2	No
*Indianapolis	476,300	521,000	$6106	104,940	$474 El. $702 Sec	25.8	23.8:1	1	0	1	No
*Columbus, Ohio	471,300	541,500	$5982	104,000	$339	30		1	0	1	Yes
Fairfax Co., Va.	275,000	335,000	$8607	96,000	$493	30	24:1	1	0	2	No
*Cincinnati, Ohio	550,000		$6318	88,000	$407 El. $540 JH $528 SH	31 29 28	25:1	1	2	2	Being Devel.
*Portland, Ore.	372,680	same	$6335	78,500	$470 El. $538 Sec	27.5	22:1	1	1 3/4	2	Yes
*Oklahoma City	350,000		$5601	75,000	$399	32	30:1	1	0	1	Yes
Albuquerque,N.M.	201,200	310,000	$6621	74,500	$474 El. $553 Sec	28.6	25:1	1	1	1	Yes
*Minneapolis	483,000	478,500	$6401	70,740	$499	29	22.5:1	1	0	1	Yes
*Birmingham,Ala.	341,000	348,860	$4947	70,000	$247	30	27:8:1	**	0	0	No Ans.
*Oakland, Cal.	400,000	same	$6303	65,0-0	$493	29.5	25:1	1	0	2	Yes
*Akron, Ohio	290,000	300,000	$6735	58,800		32 El. 24 Sec	25:1	1	0	1/2	Yes
El Paso, Texas	277,000	315,000	$5211	58,125	$432	26.4	21:1	1 pt#	2	1/2	Yes
*Toledo, Ohio	318,000	363,300	$6299	53,970	$417 El. $507 Sec	30	25.5:1	1	0	2	Yes
*Louisville, Ky.	390,600	392,700	$5758	50,240	$260 El. $320 JH $360 SH	29 El. 23 JH 24 SH	23:5:1	temporarily none	0	0	No Ans.
*St. Paul, Minn.	313,400		$6543	47,000	$438 El. $587 Sec	30	24:1	"supervisor"	1	1	No
*Richmond, Va.	219,000	223,200	$5156	44,600	$432	25	25:1	1	0	1	(2)
*Syracuse, N.Y.	216,000	212,085	$6405	39,360	$615	27.75	25:1	**	0	0	No Ans.
Highline, Wash.	106,000	110,000	$6896 (3)	29,832	$423 El. $541 Sec	28	22:1	1	0	1	Yes
*Providence, R.I.	207,000	187,000	$5666	27,823	$500	24.8	21.6:1	Supt.does	1 (5)	0	No
Champaign, Ill.	50,000		$5741	11,800	$550	25.3	16.6:1	1	0	1	Yes
Great Neck, N.Y.			$10,000	10,500	$1400	25	20:1	1	0	1	No
North St. Paul-Maplewood, Minn.		33,000	$6927	9,603	$435 El. $652 Sec	26	23:1	1	0	0	No
Osseo, Minn.			$6500	9,500	$453	27.5	22:1	1	0	1	Yes
Lexington, Mass.	27,691	30,000	$9043	8,067	$563 El $746 Sec	20 El. 16 Sec	15.3:1	1	0	1	Yes
Pittsburg, Cal.			$5679	6,500		29 El. 26 JH 24 SH	19:1	1	0	0	No
Ladue, Mo.			$15000+(6)	6,006	$709	25 El. 22 Sec	16:1	1	1	2 pt.	Yes
Larkspur, Cal.(4)			$8273	5,500	$600	30	25:1	3 pt.(4)	0	1	Yes
Orchard Park, N.Y.	15,800	17,000	$9456	4,500	$730 El. $912 Sec	25	19:1	1 pt.	0	typ. pool	No

* Included in 1959 Nielsen Study

** None reported

# pt. means part-time

(1) From 1960 census data

(2)"Within frame-work of over-all Rules & Regulations"

(3) Listing for "Seattle metropolitan area."

(4) High school district only. In each school, journalism teacher is also school PR director.

(5) Research Assistant

(6) Reported figure; 1960 census gives only data for "St. Louis metropolitan area" which is $6,275.

TABLE 2

SUMMARY OF GENERAL INFORMATION

	Large	Small
Number of communities replying	19	10
Population range	over 200,000	below 110,000
Median Family Income	\$4903 to \$8607	\$5679 to \$15,000+
Pupil Enrollment	39,360 to 120,230*	4500 to 11,800**
Per Pupil cost	\$247 to \$702	\$423 to \$1400
Average Class Size	23 to 32	16 to 30
Pupil-Professional Ratios	21:1 to 30:1 median 25:1	15.3:1 to 25:1 median 19.5:1
Teachers Salaries	\$4500 to \$13,600	\$5100 to \$13,500
Teacher Turnover	6 to 21%, median 12%	3 to 14%, median 9%
Number of communities reporting a PR Staff	16	10

*One large city with a falling population had only 28,000 pupils.
**One small community with a rapidly growing population had 29,800 pupils.

FINDINGS

Tabular Presentation of General Information (Tables 1 and 2, preceding pages)

General Information About the Community

Size. The communities responding to the questionnaire fall into two size groups, the larger over 200,000 population, and the smaller below 100,000 population. With the exception of Fairfax County, Virginia, all the larger ones were cities, while the ten smaller ones were suburbs of large metropolitan complexes. Thus the larger ones resemble Montgomery County in sheer size, while the smaller ones show some of the characteristics and problems of metropolitan suburbs.

Providence, Rhode Island, an old city with a declining population, had a small school system relative to its total population. Conversely, Highline, a rapidly growing suburb of Seattle, Washington, had a relatively high proportion of school children.

Median Income. The median family income (1960 census) in the larger communities (over 200,000 population) varied from $4903 to $8607. The median of these values was $6299. In the smaller communities the median family income ranged from $5679 to over $15,000. According to the 1960 census the median family income in the United States was $5660, and in Montgomery County it was $9,317.

School Board and School Financing. Twenty-five of the responding school systems had elected school boards, and three had appointed boards (one gave no such information). Although 23 communities claimed that their school boards were financially independent, 20 of these had to submit to public voter approval for bond issues, usually for construction. Thus, only three school boards were both financially independent and not subject to voter approval for bonds. It is interesting to note that all three were larger communities.

General Information About Schools

Enrollment. In the larger communities pupil enrollment ranged from 27,800 to 120,230, with ten systems having enrollments of 70,000 or over, roughly comparable to 106,000 for Montgomery County Schools. In the smaller communities current pupil enrollment ranged from 4500 to 29,800.

Class Size. The average class size in the school systems of the larger communities ranged from 23 to 32 pupils; the range in smaller systems was 16 to 30 pupils.

Pupil-Professional Ratio. In the larger communities, there was a range of ratios of pupils per professional staff member of 21:1 to 30:1, with a median of 25 pupils per staff member. In smaller communities, the range was 15.3:1 to 25:1 and the median was 19.5:1. (This median is close to 51.3 professionals per thousand students. Starting in July, 1966, Montgomery County will have only 50.3 professional staff per 1000 students.)

Per Pupil Costs. Per pupil costs reported varied from $247 to $702 in larger communities; and from $423 to $1400 in smaller communities. Nine communities reported spending more per pupil than did Montgomery County in 1965. Two-thirds of these had median family incomes below Montgomery County. (Montgomery County spent $545 per pupil 1-12 in 1965.)

Teacher Salaries. In larger communities, the teacher salary scales ranged from $4500 as the lowest starting salary to $13,600 as the top salary after years of experience. Starting salaries in the smaller communities were somewhat higher ($5100) and ranged to $13,500.

Teacher Turnover. The rate of teacher turnover ranged from six to 21 per cent in the larger communities, with a median of 12 per cent. In the smaller districts the median was nine per cent with a range from three to 14 per cent.

Summary of General Information. In summary, the smaller communities responding tended to have smaller classes, lower ratios of pupils per professional staff, higher per pupil costs, lower teacher turnover, and higher median family incomes than the larger communities surveyed.

Information About School PR Programs

NSPRA reports that of the 53 school systems in cities of over 300,000 total population, 46 have PR directors. (In the Education Directory of 1964-65, the Montgomery County school system with close to 100,000 pupils is twenty-third in size of pupil enrollment for the entire country. In 1960, the total population of Montgomery County was 341,000; the estimate for 1966 is 453,000.)

Staffing and Policy. Table 3 shows an analysis of PR staffing and policy in the 29 school systems that reported.

Seven systems reported having from one to two professional assistants to the PR director. Their backgrounds and functions as reported are shown in Tables 4 and 5 below.

TABLE 3

SCHOOL PR STAFFING AND POLICY IN 29 SCHOOL SYSTEMS REPORTING

Staffing or Policy	Pupil Enrollment 70,000 and over	Pupil Enrollment Less than 70,000
Number Reporting	10	19
PR director	9	16*
Professional PR Assistants:		
Up to 1	1	3
More than 1	2	1
Secretarial help:		
Up to 1	5	10**
More than 1	4	3
Written policy for PR:		
Yes	5	10#
No	3	7
Being developed	1	0

* 1 program is "directed by the superintendent and research assistant."
1 program has three part-time directors
2 programs have no named director.
** An additional school system has a "typing pool."
# 1 has policy within framework of overall "Rules and Regulations."

TABLE 4

QUALIFICATIONS OF SUBORDINATE PR PERSONNEL (PROFESSIONAL ASSISTANTS)

(Listed in order of frequency mentioned; some were cited in combination.)

Classroom teaching experience	7*
Journalism and newspaper experience	6
Undergraduate major or course work in journalism	6
Undergraduate degree in education	1
Graduate degree in educational administration	1
Master's degree in journalism	1

*This figure includes the three journalism teachers who are part-time PR directors for their individual high schools.

TABLE 5

FUNCTIONS OF SUBORDINATE PR PERSONNEL (PROFESSIONAL ASSISTANTS)

Writing and editing school publications	5
Teach High School Journalism	4*
Liaison with all news media	2
Work with city newspapers	2
Liaison with TV and radio stations	2
"Publicity"	1
Supervise High School Publications	1
"Carry out a full PR program"	1
Produce TV programs	1
Produce Radio programs	1
Represent schools on community committees	1

*This figure includes the three journalism teachers who are part-time PR directors for their high schools.

Staff In-Service Training. Eleven communities reported holding workshops for teachers in PR; the same number reported no such workshops. One community planned worshops for the future and six failed to answer. Nine of those with teacher workshops also had PR programs for other staff members.

Although the numbers are small and no dogmatic conclusions should be drawn, of the school systems that provided PR workshops, twice as many reported more than partial success with their PR program as did those without workshops.

TABLE 6

TEACHER AND STAFF WORKSHOPS IN PR

	Communities Giving Such Workshops to Teachers	Communities NOT Having Workshops in PR
Number reporting	11	11
Number giving staff workshops	9	0
Per cent reporting more than partial PR success	36%	18%
Per cent large communities	81%	54%

Self-Assessment of the Program. To the question, "How do you assess your program: completely successful? partially so? of small value? other?," 20 communities replied that it was partially successful, two did not answer, and seven others claimed more than partial success.

Of the seven who claimed relative success, three said "completely successful," one said "mostly so," one "quite," one "generally," and one "as successful as most programs of this type." All seven had a program director. One had a part-time assistant in addition, and another had two assistants. Five worked under written policy, one was developing the written policy, and one had none.

Of the three who claimed complete success, two had workshops for teachers and staff.

Size of school system, per pupil costs, and ratios of pupils to professionals had no obvious connection with the claim for more than partial success of the PR program.

TABLE 7

CHARACTERISTICS OF SEVEN SCHOOL SYSTEMS CLAIMING MORE THAN PARTIAL SUCCESS WITH THEIR SCHOOL PR PROGRAM

Estimate of Success	PR Staffing#	Written Policy	PR Workshops
"complete"	D, 1C	Yes	Yes
"complete"	D, 1C*	Yes	Yes
"complete"	D, **	No	No
"quite"	D, PAp, 2Cp	Yes	No
"mostly"	D, 1C	Yes	Yes
"generally"	D, 2C	Yes	Seldom
"as much as any"	D, 2PA, 2C	Being written	No answer

# D = Director
C = Clerk or secretary
PA = Professional Assistant
p = Part-time
* = Also student secretarial help
** = Typist pool

Assets. The following table summarizes the answers to the question, "What do you consider the most important asset for a good school PR program?"

TABLE 8

REPORTED ASSETS OF A GOOD SCHOOL PR PROGRAM

	Number of Times Cited
Good PR staff or director	8
Superintendent committed to or supportive of the PR program	7
Board of Education committed to or supportive of the PR program	6
School staff committed to or supportive of the PR program	3
Good teachers, good teaching, good school program	6
Community understanding of the PR program	4
Truthfulness, openness, availability of PR staff	4
Good school-community information exchange	3
Continuous PR program "not just when needed"	2
An "agressive" PR program	1
Including PR department in top-level discussions and decisions	1
Written policy	1
Financial support for PR programs	1
Enough time	1
"Imagination"	1
"Good public image"	1
Strong, loyal PTA	1
Good relations with news media	1

The following are some representative quotes concerning assets for a good school PR program:

> "A good cooperative superintendent and school board who understand the importance of school PR."
>
> "A trained, creative PR staff working with a superintendent and Board of Education committed to providing a full-time organized school-community relations program."
>
> "A director who has no other duties, can write for public consumption, is sensitive to the possibilities of a PR program and has imagination. This person must study the school system, the faculty and the community in order to provide the best PR program for that set of conditions."
>
> "Availability of the public relations director as a contact person, and honesty of administrators in answering all questions pertaining to schools, even though they may not be complimentary."
>
> "Truthfulness and patience."
>
> "A school system with top teaching staff and quality educational program. It is hard to boost a mediocre program."
>
> "Constant interaction between school and public, good and full interpretation, feedback loops."
>
> "Good relations with the local newspapers and good relations with the radio and TV stations."

Problems. The following table summarizes the answers to the question, "What are your greatest problems?"

TABLE 9

PROBLEMS OF EXISTING SCHOOL PR PROGRAMS

	Number of Times Cited
Not enough time	7
External communications (with public)	4
School staff lack of understanding of PR role	3
Rising tax rate, school expenditures, passage of school levies	3
Internal communications (in rapidly growing system)	2
Budget for PR functions	2
Understaffed PR program	2
Changing community (socio-economic)	1
Heterogeneous community (suburb of metropolitan city--no local identity)	1
"Focusing citizens' complaints on workable solutions"	1
"Using all media"	1

Information About School-Citizen Communications

School Solicited Citizen Opinions. Table 10 shows responses to the question, "Does your school administration obtain expressions of opinion from the community and school personnel by the following means?" The numbers refer to the affirmative replies for each method listed.

TABLE 10

METHODS OF OBTAINING OPINIONS

Method	Number of Schools Reporting Obtaining Opinions From	
	Citizens	Teachers
Public meetings	27	19
Testimony at School Board	18	15
Study Groups	18	16
Citizen-conducted surveys	15	-
Briefings	12	21
Questionnaires	12	19
Forums	8	5
Petitions	6	5
Others	-	1*

* Suggestion box

The method most extensively used to obtain opinions from the community was public meetings. Other widely reported means included testimony at school board meetings, study groups, surveys, briefings and questionnaires. There is no indication of the frequency with which any of the respondents used the methods listed. The eight means mentioned in Table 10 must have been fairly inclusive, since no other ways of obtaining feedback from the community was written in.

At least half the respondents sought opinions from their own teachers through briefings, public meetings, questionnaires, study groups and testimony at school board hearings. One school system had suggestion boxes to enable teachers to express opinions.

School administrators sought opinions on each of the eight topics listed in Table 11, but more school systems polled teachers than the community. Numbers refer to number of school systems responding affirmatively.

TABLE 11

TOPICS ON WHICH OPINIONS ARE SOUGHT

Topic	Sought From	
	Citizens	Teachers
School buildings	18	23
Curriculum changes	16	25
School Board policies	15	21
Budget items	14	20
Teacher salaries	14	27
Teacher-pupil ratios	10	23
Libraries	10	23
Textbook acquisition	7	24
Other	1*	-

* Voted school levies

Citizen-Initiated Communications. Citizens communicate with their school systems in a variety of ways. Table 10 shows that more than half the respondents indicated that members of their communities had conducted surveys on educational matters. Citizens also write letters, belong to organizations which are active in school affairs or join study groups concerned with educational matters.

(a) Letters

Only one school system reported that it had received no letters from individuals or groups about some phase of education. Of the 16 systems giving data, only one declared their letters to be predominantly uncomplimentary.

When asked the frequency of receiving letters from citizens, the responses were:

"rarely"	5
"occasionally"	16
"frequently"	1

(b) Requests for Change

To the question, "Do citizens, individually or in groups, ever initiate requests for changes in policy, curriculum or budget?," the response was:

"Yes"	25
"Occasionally"	2
"Rarely"	1

When asked, "In what area?" [are these requests for changes made], "all" or "various" was the response from nine respondents, while others specifically mentioned 19 different areas, the most frequent being the following:

- Curriculum
- Foreign languages
- Building and Equipment
- Financial
- Grading methods
- Administration
- Specific subjects:
  - Driver education
  - Athletics
  - Sex education

Answering, "Through what channels do these requests reach you?," 12 different channels were named. Most frequently mentioned were the superintendent's office and the school board. Others cited included special meetings, direct phone calls, or letters.

The sources of the requests for change are indicated by the number of school systems citing them:

"From one school"	5
"From one area"	6
"From city or county-wide groups"	8
"Both single areas and country-wide groups"	4
"No single area"	2

"Are the requests in response to information given to the public by you?," was answered affirmatively by two-thirds of the respondents and negatively by the others.

(c) Organizations

Twenty-two organizations were named as being active in school affairs. Most commonly mentioned were:

- PTA
- Chambers of Commerce
- Civic and service organizations:
  - Lions
  - Masons
  - Kiwanis
  - Optimists
  - Rotary
  - American Legion

League of Women Voters
NAACP

Fifteen communities had local parents or citizens groups (other than the PTA) specifically or predominantly devoted to school activities. One response, from a small community, was that "approximately 75" organizations were interested and active in school affairs.

(d) Study Groups

"Do you have study groups composed of citizens as well as professional educators?," was answered "yes" by 20 and "no" by six. These study groups were in 21 different fields of education. The most frequently mentioned were:

Curriculum
Building planning
Vocational education
School finance

One reply stated that study groups were "in 25 different areas in the last 15 years."

COMPARISON OF PRESENT STUDY WITH SURVEY BY R. E. NIELSEN IN 1959

Sixteen of the respondents in the present study also replied to the R. E. Nielsen survey in 1959. The following section compares some of the points covered in both studies.

School PR Staffing

Table 12 shows a comparison of the PR staffs as reported in both studies. PR staffing remained the same in four communities, increased in five, and decreased in seven. Three school systems which formerly had a PR staff no longer did so; conversely, one system that had no PR program in 1959 now reports a PR director and secretary.

TABLE 12

COMPARISON OF PR STAFF IN COMMUNITIES WHICH REPORTED IN BOTH 1959 AND 1966

Community	Size of PR Staff*		Direction of Change	Written Policy	
	1959	1966		1959	1966
Akron, Ohio	D-p C-1	D, 1/2 C	less	no	yes
Birmingham, Ala.	D-f C-2	none	less	no	no
Cincinnati, Ohio	D-f C-2	D, 2 P.A. 2 C	more	yes	in process of revision
Columbus, Ohio	D-f C-1	D, 1 C	same	no	yes
Indianapolis, Ind.	D-f C-1 1/2	D, 1 C	less	yes	no
Louisville, Ky.	D-f C-1	none	less	yes	no answer
Memphis, Tenn.	D-p C-1	D, 2 C	more	no	no
Minneapolis, Minn.	none	D, 1 C	more	no	yes**
Oakland, Cal.	D-f C-2 1/2	D, 2 C	less	no	yes
Oklahoma City, Okla.	D-f C-1	D, 1 C	same	no	yes
Portland, Ore.	D-f C-1	D, 1 3/4 P.A. and 2 C	more	no	yes
Providence, R.I.	D-p C-1	none (1)	less	no	no
Richmond, Va.	D-f C-1	D, 1 C	same	no	yes#
St.Paul, Minn.	D-f P.A.-1 C-1	D, P.A., 1 C	same	no	no
Syracuse, N.Y.	D-p, P.A.-2 C-2	none	less	no	no answer
Toledo, Ohio	D-f C-1	D, 2 C	more	no	yes

* D = Director
f = full-time
p = part-time
C = Secretary or Clerk
P.A. = Professional Assistant

** Policy is in process of being adopted by their board.

Policy is within framework of over-all "Rules and Regulations."

(1) Superintendent handles PR with help of research assistant.

Written School PR Policies

Of 13 communities, which had no written policy in 1959, six now have a policy. One community is developing a new policy, and one stated that its policy was included within the framework of the overall "Rules and Regulations."

Three of the Nielsen respondents who had proceeded under written policy answered the 1966 questionnaire. One reported no current operative policy, one policy was being revised, and one did not answer the question. Thus, while one community had apparently abandoned its written policy, eight others had acquired a written policy in the past seven years.

Problems Cited by Directors of PR Programs

The problems cited in 1966 by the 16 communities included in the Nielsen study were mainly internal and external communications, finances, and (to a lesser degree) shifting populations. These problems were consistent with those reported in 1959.

Some problems reported in the Nielsen study but not mentioned in 1966 were reducing the pupil-teacher ratio, meeting curriculum criticism, combating inaccurate news reports, combating negative influences at the local and national level, and promoting an educational TV station.

Judged Effectiveness of the PR Program

In 1959, Nielsen stated, "Despite the fact that many of the respondents evidently felt the weight of office, almost all indicated that their work has produced worth-while results." The quotations in that report concerning self-judged effectiveness are mostly positive. In comparison, 11 of the 16 school systems responding to both questionnaires reported in 1966 that their programs were "partially successful." Three said their programs were "mostly successful," "generally successful," or "as successful as any such program." (Two did not answer the question.) Generally, there seems to be little difference in the self-appraisal of PR programs in the two studies.

The Nielsen study allocated considerable space to the titles and duties of school PR directors, and the kinds of activities in which they engaged. No attempt was made to cover any of these areas in the 1966 questionnaire.

SECTION F-IV

CONCLUSIONS

SUMMARY OF FINDINGS

The sample surveyed was comparatively small and cannot support too sweeping or categorical conclusions. While the picture of national school PR programs which emerges from the study is not conclusive, its indications seem to be significant.

1. From a review of publications describing public school PR programs from over 25 different school systems, the most important components of a good school PR program included:
   - a. A qualified director of school PR
   - b. Sufficient PR staff and budget
   - c. A continuous program (not just responsive to crisis situations)
   - d. Good communications exchange between the schools and the community
   - e. School board members and school administrators aware of the importance of good school-community communications
   - f. School staff aware of their role in school-community communications
2. Of the 29 school systems which answered the questionnaire, 25 now have school PR directors, one reports that its program is directed by the Superintendent. Nine of the 10 largest systems with over 70,000 pupil enrollment have PR programs. Seven systems have professional assistants besides the director; 23 have secretarial help assigned to the program.
3. The most common background of the professional assistants was in journalism and newspaper work. Classroom teaching experience or course work in education, often in combination with journalism was almost as frequently mentioned.
4. Professional Assistants performed a variety of functions including writing school publications, teaching journalism, and working with mass media.
5. The most important assets for a good school PR program were cited as:
   - a. Good PR director and/or staff
   - b. Staff, school board, and superintendent committed to good school PR
   - c. Good teachers and a good school program to start with
6. The greatest problems of school PR directors included:
   - a. Not enough time, budget or staff for the PR program

    b. External communication (with the public)
    c. Lack of school staff understanding of school PR

7. All the systems surveyed actively solicit community opinion by one or more methods. Those most frequently mentioned were "public meetings," "testimony at school board hearings," and "study groups." Opinions were sought on a variety of topics, mainly from teachers, less frequently from the community.

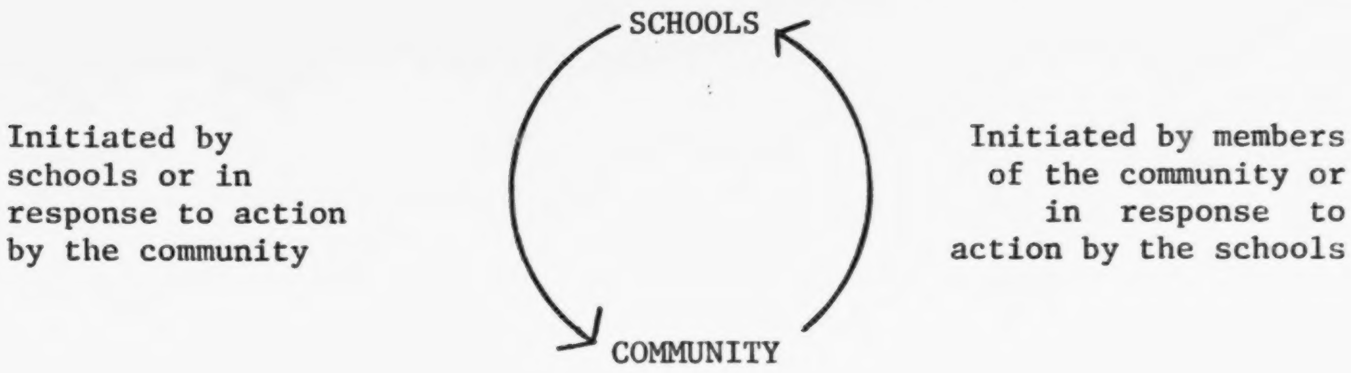
8. Of the 16 larger school systems surveyed by Nielsen in 1959, four have maintained the same level of PR staffing, five have expanded their program, and seven have cut back or dropped their programs by 1966.

9. There were no discernible correlations between the self-judged success of the PR programs and other school or community factors such as size, median family income, method of financing school expenditures, per pupil costs, etc. Nine communities spent more per pupil than did the Montgomery County Public Schools in 1965; of these two-thirds had lower median family incomes than did Montgomery County.

INTERPRETIVE COMMENTS

School-community communications is unlike commercial advertising in which "success" can be measured in terms of the number of products sold. Essentially, the purpose of school-community communications is not to "sell" but to induce a circular flow of information from the community to the schools and the schools to the community to permit each to inform the other about their educational objectives and goals. The schools may either take the initiative or respond to action by the community. Similarly, the community may initiate or respond to information from the schools.

Circular Nature of School-Community Communications


SCHOOLS
Initiated by schools or in response to action by the community
Initiated by members of the community or in response to action by the schools
COMMUNITY

Communications in both directions may be formal (written reports or lectures by school personnel, school board testimony or letters from citizens, forums or question and answer sessions), or they may be informal and interpersonal contacts, e.g., between the principal or school staff and parents.

Thus the circular concept of school-community communications involves both a formal and an informal approach. Many PR directors are concerned with feedback from the community and the informal aspects of the program. For example, the query about assets for a good school PR program elicited such views as (1) "A recognition of the need for maximum school-community involvement in policy setting and operation"; (2) "constant interaction between school and public; (3) good and full interpretation; (4) feedback loops." Another PR director stated that his biggest problem is "getting other school personnel to recognize that public relations is a responsibility of all staff, not just the office of School Information." Other answers to the questionnaire suggest, however, that not all PR directors fully recognize the need for community feedback or the potential of informal communications.

Whether consciously or not, every school carries on some school-community communication. This is because each teacher and school principal confers formally or informally with members of the community. Each time a principal, teacher, school clerk, janitor or bus driver speaks to another member of the community about school matters, he helps create an impression concerning the schools of that community. The school clerk who speaks discourteously to a parent may create more antagonism than a tax increase.

This points up the need for workshops and briefings in school-community communications for all members of the staff so that there will be a clear understanding of the need for a conscious PR program and of everyone's role in the overall program. It also shows the need for all members of the school staff to be accurately informed about the school system, for in their circle they are the "experts" on the community's schools.

The informal side of the school PR program is continuous. It is considered essential that to create a climate of community support and participation the formal program also have continuity. To achieve this continuity one person must be responsible for the overall program.

Some PR directors stated that they feel hampered by the lack of a written school PR policy, while others have said that their work would be hindered by one. Obviously, the usefulness of a written school PR policy would depend on its scope and flexibility, as well as its interpretation for the needs of the community for which it was written.

In the question on methods for obtaining community opinions, not one director mentioned the informal interpersonal contacts in all schools to obtain citizen feedback, yet these contacts appear to provide an excellent guide to community opinion. Is it largely unused or completely overlooked? If principals and teachers were made more aware of their role in the overall school-community communications plan, would this method not then become an important source for feedback to the school system?

Some communities are not reluctant to form organizaions whose main concern seems to be school affairs. This seems to be particularly true in communities with higher incomes. In these communities the per pupil expenditures are higher than the average. Perhaps the parents in these wealthier communities may be better educated, and this might account for their insistance upon communicating with the schools. An extreme instance is a small community whose PR director said that about 75 organizations were interested in school affairs. Their reported per pupil costs were $1400 per year. This and other instances indicate that informed parents are more supportive of schools. Does this mean that the initiative for better schools must come from the citizens themselves?

APPENDIX

Questionnaire

The Suburban Area Study Group
Montgomery County, Maryland

Questionnaire on School Public Relations--The National Picture

Please check or circle the appropriate answer or fill in the response in as much or as little detail as you desire.

Name of your community:

Population: According to the 1960 census: Estimated present:

Please fill in the following table:

	Actual 1965-66	1970 anticipated
School population		
No. of elementary schools		
No. of Junior High schools		
No. of Senior High Schools		
No. of Jr. Colleges		
No. of teachers		
Average class size		
Ratio of professionals to pupils		
No. of classes on doublesession		
Teachers salary scale ranges:		
With a Bachelor's degree		
With a Master's degree		
With a Ph.D. degree		
per pupil cost for		
kindergarten pupils		
elementary pupils		
secondary pupils		

What is your rate of teacher turnover?

What is the median income level of your community?

What is your school tax rate?

Is your school board: Elected? Appointed? Other? (please specify)

Who controls school expenditures?
1. Is your school board financially independent? yes___ no___
2. Is the budget subject to review by another government body? yes___ no___
3. Other? Please specify

Is your school budget financed by:
1. Taxes
2. Bond issues subject to public voting
3. Both
4. Other

P. R. Staffing

How many professional P.R. persons BESIDES THE DIRECTOR are on your staff?_______

What is their salary range? $4,000 to $5,999; $6,000 to $7,999; $8,000 to $9,999; $10,000 to $11,999; $12,000 to $13,999; over $14,000

What are their main functions?

What is their background in terms of education and previous experience?

How many secretaries or clerks does your P.R. office have?
Do you have a written policy for school public relations within which you operate? Other?

Assessment of Community Attitudes

Does the school administration make an effort to obtain expressions of opinion from citizens and school personnel by the following means and/or on the following topics? Please check the appropriate boxes.

	citizens	school personnel and staff
public meetings		
questionnaires		
petitions		
briefings		
forums		
testimony at school board meetings		
citizen conducted surveys		
study groups		
budget items		
curriculum changes		
school board policies		
textbook acquisition		
school buildings		
teacher-pupil ratios		
libraries		
teachers salaries		
other methods or other topics		

Do you receive letters from individuals or groups about some phase of education?

yes___ no___

Approximate % complimentary?____ Approximate % complaining?_____

Is this rare? often? occasional?

Is it personal or general?

Citizens Participation

Do citizens, individually or in groups ever initiate requests for changes in policy, curriculum or budget? In what areas?

Through what channels do these requests reach you?

Are they usually from one school or area or from county-wide groups?
Are they in response to information given TO the public by you?

What organizations in the community are active in school affairs?

Do you have study groups composed of citizens as well as professional educators? In what areas?

Do you have any workshops in school-community relations for teachers? for staff? Please explain.

Assessment of P.R. Program

How do you assess your program: Completely successful? partially so? of small value? other?

What are your greatest problems?

What do you consider the most important asset for a good school P.R. program?

Suggestions for Material which Might be Included in Subsequent Studies

Is a researcher ever fully satisfied that he has absolutely exhaustively completed his task? There are a number of matters which were omitted from the questionnaire used, the answers to which would have made this report more complete.

It would have been helpful to know the frequency with which community opinion is sought by any given school system. It would be interesting to compare this with the frequency with which the opinions of teachers are sought. Although all responding school systems replied that they did seek community and teachers' opinions a question such as: do you ask for this opinion monthly? twice a year? yearly? every five years? would have indicated the frequency of opinion taking.

More questions could have been asked concerning the director of the P.R. program, his functions, training, salary, and relations with community groups. Our queries were confined to those about secondary staffs.

It would have been of interest to ascertain the goals or objectives of the program, and then to ask how well those were achieved. Other questions relating to objectives might have been: Are the objectives set up anew each year? Do you evaluate your results? How do you evaluate your results?

With the question which asked each director to assess the effectiveness of his own program it would have been interesting to have asked: "What were your criteria for judging the success of your program?"

There seems to be an untapped source for community feedback in the informal local school-community communications. Questions concerning this might have asked: "Do you attempt to collect community feedback from local principals and school staff?" or "What channels are there for citizens to obtain information from the school system?" or "What channels are there for citizens as individuals to express opinions to you?"

With the question on the written policy could have been asked, "Why do you have a written policy?" Do you feel it helps to delineate your program?" "Do you feel it is confining and hampers initiative?"

Future studies might be interested in aspects of specific programs. This was beyond the scope of this report.

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......for the Washington, D. C. area

Prepared by: Rosalind Shifrin

SUBURBAN AREA STUDY GROUP, MONTGOMERY COUNTY, JULY 1966

PREFACE

The following bibliography is a compilation of references in the field of Public Relations in general, and School Public Relations in particular, which are available in the Washington, D. C. area.

These sources were developed for use in the Suburban Area Study Group study of school communications and as a resource for the Montgomery County Public Schools personnel.

The listings are arranged so that the reader may readily know where the material may be consulted. We are grateful for the invaluable cooperation of the librarians at the National Education Association, the National School Public Relations Association and to Mrs. G. Masters at the Curriculum Laboratory of the Board of Education, Montgomery County Schools.

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I. NEA RESEARCH DIVISION

National Education Association of the United States
1201 Sixteenth Street, N. W., Washington, D. C. 20036

RL 65-30 September 1965

REFERENCES ON PUBLIC RELATIONS FOR CLASSROOM TEACHERS AND SCHOOL ADMINISTRATORS

Note: The items listed should be consulted in a library. Only those items marked with an asterisk (*) may be ordered from the National Education Association.

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*It Starts in the Classroom. Monthly newsletter of classroom-tested public relations ideas and techniques for classroom teachers, published by the National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. Subscription, $3; 10 or more mailed and billed to one address, $2 each.

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National Education Association Building
1201 Sixteenth Street, N.W., Washington, D. C. 20036

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III. MONTGOMERY COUNTY SCHOOLS' COLLECTION

Montgomery County Board of Education
Rockville, Maryland

June, 1965

CURRICULUM LABORATORY

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IV. COOPERATIVE RESEARCH PROJECTS

The Cooperative Research Program is an extra-mural program of the Office of Education, since it receives educational research proposals from colleges, universities and State agencies. These proposals request Federal financial support under the terms of Public Law 531. Before granting support on a proposal, the Commissioner of Education obtains the advice and recommendations of educational research specialists who are competent to evaluate it.

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Curriculum Laboratory, Educational Services Section
Montgomery County Board of Education, Washington Street, Rockville, Maryland

COOPERATIVE RESEARCH PROJECTS FOR

SCHOOL-COMMUNITY RELATIONS STUDY

Project Number	Author	Title	Duration
065	William P. Kuvelsky and Roy C. Buck Pennsylvania State University, University Park, Pennsylvania	The Teacher-Student Relationship: A Study of Community Expectations	Jan. 1957-Dec. 1959
308	William R. Odell and Richard F. Carter Stanford University Stanford, California	Communities and Their Schools Voters and Their Schools	Aug. 1957-June 1960
532	LeRoy C. Ferguson Michigan State University East Lansing, Michigan	How State Legislators View the Problem of School Needs	Aug. 1959
543	Andrew W. Halpin and Don B. Croft University of Utah Salt Lake City, Utah	The Organizational Climate of Schools	Sept. 1959-Feb. 1961
551	Donald W. Oliver Harvard University Cambridge, Mass.	The Analysis of Public Controversy, A Study in Citizenship Education	Dec. 1958-June 1962
591	Craig Wilson and Robert E. Bills West Virginia State Department of Education, Charleston, West Va.	(1) The Incentive Approach to State School Improvement; (2) An assessment of Role Change	June 1959-Dec. 1960
668	Roy C. Bryan Western Michigan University Kalamazoo, Michigan	Reactions to Teachers by Students, Parents, and Administrators	Sept. 1959-Aug. 1962
677	Edgar L. Morphet and William C. Schutz University of Calif. Berkeley, California	Procedures for Identifying Persons with Potential for Public School Administrative Positions	Sept. 1959-Dec. 1960
803	H. Thomas James Stanford University Stanford, California	School Revenue Systems in Five States	Jan. 1960-Mar. 1961

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853	Neal Gross Harvard University Cambridge, Massachusetts	The Role of the Elementary, Junior High, and Senior High School Principal	July 1960- June 1963
876	George Gerbner University of Illinois Urbana, Illinois	Mass Communications and Popular Conceptions of Education: A Cross Cultural Study	May 1960- Sept. 1962
906	Richard L. Simpson University of North Carolina, Chapel Hill, North Carolina	The School Teacher: Social Values, Community Role, and Professional Self-Image	May 1960- Sept. 1964
1039	William R. Odell and Richard F. Carter Stanford University Stanford, California	Structure and Process of School-Community Relations	July 1960- July 1965*
1045	Werner Z. Hirsch and Burton A. Weisbrod University of Calif. Los Angeles, Calif.	Spillover of Public Education Costs and Benefits	Sept. 1960- Aug. 1963
1241	H. Thomas James, J. Allen Thomas and Harold J. Dyck Stanford University Stanford, California	Wealth, Expenditures and Decision-Making	June 1961- Nov. 1962
1324	Ralph B. Kimbrough University of Florida Gainesville, Florida	Informal County Leadership Structure and Controls Affecting Education Policy Decision-Making	Sept. 1961- 1964
1765	Roland J. Pellegrin and Keith Goldhammer University of Oregon Eugene, Oregon	Educational Decision-Making in the Local Community	Sept. 1962- Aug. 1964*
1816	Angus Campbell University of Michigan Ann Arbor, Michigan	Public Concepts of the Costs and Utility of Higher Education	Aug. 1962- Oct. 1963

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*Not available as of February, 1966 - to be completed.

Project Number	Author	Title	Duration
1828	Rashid Bashshur, Ralph V. Smith and Stanley E. Flory Eastern Michigan Univ. Yipsilanti, Michigan	Community Structure and Support of Schools	July 1962- Sept. 1963
1934	Ronald G. Corwin Ohio State University Columbus, Ohio	The Development of an Instrument for Examining Staff Conflicts in Public Schools	Jan. 1963- Jan. 1964
2065	John K. Folger Florida State University Tallahassee, Florida	A Study of Education and Social Structure	June 1963- Sept. 1964
"B"	Donald Doniey and Robert Lorette College of Education State University of New York, Albany, New York	The Investigation of a Method for the Dissemination of Educational Research Findings to Practitioners	Oct. 1959- Sept. 1961
"C"	Wade M. Robinson Harvard University Cambridge, Mass.	Methods for Disseminating Research Information to School Personnel	Dec. 1959 June 1961
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V. DOCTORAL DISSERTATIONS PERTAINING TO SCHOOL-COMMUNITY RELATIONS

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Rhodes, Harry Clement University of Maryland, 1960	Citizen Participation in the Formation and Administration of the School Budget in Selected Counties in Maryland

VI. REFERENCE TO THE AVAILABILITY OF RELATED MATERIALS

(A) Collections of school PR materials produced by local school systems, audio-visual materials, brochures, descriptions of school PR programs, names of program directors, research studies, schedules for training courses, clearing-house information for school PR men seeking new positions, and other miscellaneous information may be obtained by contacting: The National Schools Public Relations Association, 1201 - 16th Street, N.W., Washington, D. C.

(B) The Montgomery County Public Libraries have no books that we could locate on the subject of school PR. It is possible, however, to order some books through their library exchange system (Enoch Pratt, University libraries, etc.).

(C) Some of the books listed in the bibliography may be found in the University of Maryland Library. The other local universities do not offer courses in school PR and hence have limited collections.

RECOMMENDATIONS FOR MONTGOMERY COUNTY SCHOOLS

Conditions, Needs and Assets
Recommendations

SECTION IV

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RECOMMENDATIONS FOR MONTGOMERY COUNTY SCHOOLS

CONDITIONS, NEEDS AND ASSETS

The schools exist to make it possible for children to realize their highest potential development. To accomplish this purpose, the public must have the needed understanding to support the schools and the opportunity to make its views known. To maintain open lines of communication the school system and the public must have an objective, well-planned, mutual information program. Without a functioning information program, breakdowns will occur in the flow of communications; the public will fail to understand the needs of the schools and, consequently, will fail to support the schools; or minor incidents may be misinterpreted and magnified out of proportion to their significance.

Montgomery County is often characterized as an area of high income families with an unusually well-educated populace, but it is also home to many people who are neither well-educated nor prosperous. Lying as it does on the perimeter of Washington, D. C., Montgomery County often finds its identity merged into the larger identity of the metropolitan area; in a sense, it represents the megalopolis of the future. The population is mobile, constantly changing and still somewhat rooted in another part of the country identified as "home." Faced with a diverse, ever-growing school enrollment, which is often transient, the need for open channels of communication between the schools and county residents becomes even more apparent.

The size of our school system is also a factor.

> "The sheer size of a school system is perhaps the most critical element (in school PR), since a big school system means more schools; more people with whom to communicate; more absolute money to be spent on teachers, buildings; more publics and more points of view to take into account; more diversity in the educational program with more special education courses serving individual differences; more potential depersonalization with more resulting antagonisms; more confusion in staff responsibility and more need for special services and facilities."[1]

Having looked at some of our most urgent needs for a school-community information program, what are our assets? Many conditions in Montgomery County are foundations upon which such a program can be built.

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[1] William Strasser - speech delivered to SASG in April, 1965.

The school system itself is a good one, strong in curriculum development, endowed with modern facilities, administered with integrity, "open" to the public. Staff attitudes are positive; both the superintendent and school personnel are by and large sensitive and responsive to the community. In addition, Montgomery County Public Schools are research-oriented and are characterized by a systematic approach to problem solving. There is already on-board staff talent in school public relations, plus reinforcing services such as publications and research. A sound system is our greatest asset.

There are assets also within the community. Many of our citizens are well-educated, well-motivated, and prosperous. Most of our citizens earnestly desire an excellent education for their children. Many of these citizens are prepared to work, as well as to pay, for good schools. Many citizens actively support various county organizations interested in education. Many citizens willingly donate ideas and assistance in the area of their professional expertise.

RECOMMENDATIONS

The recommendations that follow are based upon the individual research and analyses of members of the Suburban Area Study Group in school-community communications. These recommendations are also based upon observations made by members of SASG as active participants in school and community affairs in Montgomery County.

The following is recommended:

That the Montgomery County Public Schools institute a formal information program. This program would have to be planned by the central administrative staff and supported by Board of Education policy to ensure integration with the total aims and objectives of the educational program. It is paramount that the PR program be formal, directional, and reflect the educational leadership of the administration.

That the formal program be long-range and feature carefully planned and executed efforts. Though there are some short-range objectives in school PR, it is basically a program operating with long-range benefits. For both effectiveness and efficiency, it is necessary to have careful planning and step-at-a-time expansion. Our school system can afford to build slowly and methodically--in exact relationship to what can be carefully executed without over-extending staff resources and commitments. Staff capability will build, and with this can come increased PR efforts.

That the administration employ a highly qualified director. Basic qualifications would include: professional communications capability, thorough knowledge of the school system and its goals, and administrative skill.

The effective communicator is one who thoroughly understands the behavior of people in response to and in the initiation of communications. There is no substitute for this kind of knowledge, yet the average practitioner has little or no background in the behavior sciences. It is difficult to find this kind of competence, combined with a thorough knowledge of education; but it could be acquired by allowing an initial period of study for the Program Director.

Successful operations are contingent upon adequate support for the Director. "Support" means a strategic administrative position in which he is the right arm of the Superintendent; a degree of status and independence that will allow efficient and effective operations; a carefully structured administrative plan that includes such things as coordination, reporting, and evaluation; and the subordinate personnel, policy and financing needed to fulfill carefully formulated objectives.

That decentralized public relations should be emphasized. This approach seems eminently suited to the conditions that now exist in Montgomery County with our massive school system. A decentralized program would involve the principal as the key agent, briefings and in-service training, "community school" practices, and coordination of local activities by the Director.

That emphasis should be on interpersonal communication channels. Two factors determine the importance of interpersonal communication channels: (a) the absence of convenient mass media outlets in our community, and (b) research findings that show mass media as relatively ineffective in influencing emotionally based attitudes, which is the arena of school public relations. The challenge lies in finding ways to make interpersonal communications channels practical and operational.

That emphasis should be placed on feedback and evaluation measures. Real communication occurs when the receiver has interpreted the message. Because of the differences in individuals, it is impossible to know what message has been received unless there is feedback. It is vital to use interpersonal channels (in which the feedback is built-in) or to measure and evaluate the effectivness of the program through surveys, polls or other measurement devices. Without some kind of quality control the program will not be effective.

SUPPLEMENTARY MATERIAL

Brief History of SASG
School-Newspaper Contacts
Talks on School Public Relations
Newsletter Highlights on School Public Relations

SECTION V

BRIEF HISTORY OF SUBURBAN AREA STUDY GROUP

Suburban Area Study Group was founded in 1944 by a group of Silver Spring parents who initiated the cooperative nursery school movement in this country. Later, these parents sought to maintain the same close relationship between public schools and parents that they had enjoyed in the co-op nursery schools. They received the support of Dr. Broome, then Superintendent of Schools in Montgomery County, and the cooperation of his staff in establishing a home-school study group.

Suburban Area Study Group grew as the Montgomery County School System grew, gradually involving parents from some 40 to 50 elementary and secondary public schools. The founding members followed three related paths--one group joining the founders of the Montgomery County Public Library System, one group itself founding the Montgomery County Mental Health Association, and one group remaining as the Suburban Area Study Group, whose primary interest was in educational research and parent education.

The members of SASG, then and now, are drawn mostly from local PTA's. The group is also open to all interested citizens and school staff members. Characteristically, the members are also affiliated with other organizations, such as the League of Women Voters, AAUW, church groups, and professional organizations. In this way, SASG has been a focal point for the exchange of constructive school-community information.

In the late 1940s, SASG surveyed the number of mentally, physically, and emotionally handicapped children in Montgomery County. This survey provided background and support for the establishment of a Department of Special Education in the Montgomery County Schools. SASG next made a complementary survey of the number of able learners in the county schools; this led to a study of the "Curriculum Needs of Able Learners," published in 1958. This study disclosed that our teachers needed help with disturbed and overactive children before they could attend to the needs of the abler students. Therefore, SASG felt impelled to initiate a related study of school guidance and counseling. Here, too, counselors were found to be so overburdened by clerical and administrative duties that there was not enough time left for adequate student and parent counseling, and that especially in elementary schools, teachers were not prepared to undertake the informational functions of counselors. SASG then studied ways in which schools might best inform parents of student progress. Tremendous variation was discovered in the way parents interpret student grades, regardless of the definitions given them; SASG began to realize that the main problem was general home-school communications. This conclusion led directly to the present study, and to SASG's omnipresent awareness of its implications for community understanding and support for the public schools.

SCHOOL-NEWSPAPER CONTACTS: A PARTIAL STUDY

Existing and Potential Channels

by

Rowena Hoover

V-5/V-6

INTRODUCTION

This study was only partially completed because the project leader had other personal commitments. The project leader, a professional journalist, used personal interviews for the sampling. The results are the comments of a few of the many editors and reporters who cover Montgomery County school news. SASG felt that even a partially completed study deserved inclusion in this report because the comments reveal much about the realities of press coverage of school news.

Anonymity was guaranteed to all those interviewed. Open-ended questions were used to assess both existing and potential communication channels between the Montgomery County Public Schools and area newspapers.

The format used for summarizing the report is that of a typical question, followed by the comments of the editors and reporters. Most of the answers are paraphrased, but some are quoted because of their pertinence to local problems.

INTERVIEW QUESTIONS

How is space allocated to school news?

None of the metropolitan daily papers have rules about the amount of space they will allot to Montgomery County school news. All indicated that it is one of seven school jurisdictions being covered and that it competes for available space.

The amount of space given to school news may be determined by the day it is released, rather than on the merits of the story.

Who decides on allocation of space?

The City Editor is in charge of news from the entire metropolitan area. The County or State Editor is in charge of stories from Maryland or Virginia areas only. The State Editor (Maryland) sees Montgomery County school news as competing for space with Montgomery County government news, Montgomery County births, deaths, triumphs, and scandals--and with the same news from Prince George's County or with the major stories from Annapolis, Baltimore, and the rest of the state. He makes assignments and gives reporters the go-ahead to develop a story. His decisions on what will or will not be printed are subject to the final decision of the City Editor.

Stories from Maryland, Virginia and D. C. compete for space. The City Editor decides which stories live, which die, how much space the live ones get and where they appear in the paper. The City Editor's stories compete for space with the news from the National Desk and they both compete with the advertising copy.

Who covers school news?

Assignment of reporters to cover county news has no relationship to their understanding of or interest in schools, but is made primarily on ability to understand county government. Coverage of the school system is secondary to coverage of county government. Each of the three metropolitan papers has at least one reporter assigned to cover Montgomery County affairs. These reporters are expected to become familiar with the structure of the school system, School Board members, the Superintendent and key members of his staff.

The county government has established a permanent pressroom with desks, a typewriter and phone for use of the metropolitan reporters. The Montgomery County reporters for the Post and Star use this as an office and do not often go to the downtown offices of their newspapers; the News reporter is not assigned exclusively to Montgomery County. Although these reporters will not be in this office much of the time, notices about upcoming news stories can be placed on their desks. They all check back at the end of the day and they all take messages for each other.

Evening School Board meetings are not often covered by first-string reporters, If coverage by the most knowledgeable reporters is desired, the school staff must tell reporters what newsworthy even is expected. Otherwise, News will not cover; Star and Post will send anyone available--frequently copy boys. Star may not cover, but may check on the meeting the next morning. Post copy boys are told to "take notes and to phone the office before the 11 p.m. deadline if anybody tries to shoot anybody else--or succeeds."

What are the official channels of school information for reporters?

To get much of their information, or elaboration on a story, they phone the office of the Superintendent. Both Dr. Whittier and Dr. Elseroad were cited as giving the press splendid cooperation. The Superintendent is always available for comment, either in person or through his aide. The press feels free to phone the Superintendent at home if necessary.

School board members are very available for comment, and very communicative. Reporters feel free to phone them at their homes or offices and are well-received and well-answered.

In the absence of a press officer, a reporter frequently has no time to find the individuals involved in a given story, or even to find out who is involved. Some reporters do not have tools even as simple as a list of all the schools, or names of principals and PTA Presidents.

In the event of a story involving controversy or any unpleasantness, staff members under the rank of Superintendent are most unwilling to give information. When reporters question a lower-ranking school official who is involved with a story, they often find him hesitant to talk to the press without checking first with one or more superiors.

When faced with a hesitant or evasive answer, the reporter will turn to the Superintendent as the source of information. Reporters tend to put a high premium on the value of his time, but must go to him to get the information they need. "It is unsatisfactory to interrupt the principal officer of the system," said one City Editor, "but we will do it as long as there is no other person willing and able to give us the whole story."

What school information makes news?

The metropolitan dailies all agreed that budget news is the foremost category for which they will send staff to cover and give space. Money is a direct concern of their readers and each budget will affect all readers in the jurisdiction, including those who do not have children in the schools.

Major curriculum changes are news. Changes that excite professionals may not be of interest to the public or understood by reporters.

School construction plans can be news, especially where new schools will be built. New architecture may well rate a story with photographs, especially if related to how it will affect the children who use it.

Newspapers make a distinction between news stories and feature stories. They are delighted to print good feature stories but do not have available staff to seek them out regularly.

Teachers are news: teachers as members of their professional organizations (MCEA, CTA, MSTA, NEA, AFT); the ordinary teacher doing unusual and imaginative things; the unusual teacher doing the ordinary things.

Extra-curricular activities can be news--dramatics, band, orchestra, chorus, and sports.

No distinction is made between school news that emanates from the system itself and news that emanates from PTA activity.

Controversy is news: controversy among School Board members, between the Board and staff members, in a local school or between the schools and the public.

News is not always what the schools would like in print.

Some Pertinent Quotes--

A Reporter:

Continuity of the newspaper staff is important. I have worked here long enough toremember Dr. Whittier and what an impact he made on the school system. I remember the School Board elections of 1962 and what an impact they had on the school system. At least several of the School Board members know my name when we meet in the halls. I know what they stand for and, in general, how they have have voted on major agenda items. I've worked here long enough that I know the "right" people to call for answers to questions.

A Metropolitan Editor:

We feel we do very well by you people. We cover your elections and budgets and public hearings very fully. You often complain about our coverage of your arguments and about our errors.

If you have information we don't hear about, why don't you tell us about it systematically, on a person-to-person basis. We get mountains of mimeo material daily, and we loathe it. We give it to copy boys to go through. If you tell our reporter, or at least phone our reporter, and you seem to have a story, we will find your release and follow-up. If it is news, of course we want to print it. We aren't mind-readers. And remember what is news. We aren't available to be your bulletin boards.

A County Editor:

An important consideration in metropolitan paper insertion versus county insertion is the degree and kind of readership. If I were a press officer, I would want my story in a local paper for several reasons: The size of the dailies is so great that a single article is not easily recognized; readers of the dailies are primarily interested in national and international stories; readers of the local papers pay 10 cents an issue because they are interested in the county and want to read about local concerns.

Editor of a County Weekly:

A press officer for the school system is highly desirable. He is inside the organization, close to it and in a position to see and develop newsworthy, readable things. Also, calling the press officer can be time-saving for busy reporters--but only if the press officer can speak knowledgeably and authoritatively about school matters. A big danger in having a press officer is that it can close needed channels of information. Key personnel can get the idea that only the press officer should speak for the school system, and then the buck-passing starts. The key person in the school system who knows the facts won't give them to reporters and the press officer who doesn't know the facts takes a long time to find the facts. Sometimes it can be a ridiculous routine.

TALKS ON SCHOOL PUBLIC RELATIONS

A Parent Looks at School Communications
by
Elaine W. Cotlove, M.D.

The Teacher and the Public
by
Beverly B. Stackig

V-11/V-12

A PARENT LOOKS AT SCHOOL COMMUNICATIONS

by

Elaine W. Cotlove, M.D.

To some of you, school public relations may seem easy, the kind of thing any reasonably intelligent young man with a good personality can do with his hands tied behind his back. To others, it may seem very abstruse and technical, like modern professional advertising.

School public relations isn't that easy, and it needn't be that abstruse. It _is_ technical, and it should be professional. It certainly isn't advertising.

Let's look at school-parent communications, for example, and see what this involves. You may know more about it than you realize.

I. It involves _people_--good, bad, interested, disinterested. Well, you already know a good deal about people, having reached this age and station! And all of what you have learned thus far applies.

II. It involves _teaching_ (or the imparting of information). Well, you already know a good deal about teaching, and all of what you have learned thus far applies.

III. It involves _learning_ (or the receiving and integrating of information). Well, you already know a good deal about learning, and all of what you have learned thus far applies.

In fact, then, you already know a great deal about school-parent communications! The problem would seem to be to organize what you know and put it to work for you.

I. Okay, then. What do you know about _people_? You know that people are:

   1. _Different_. They come with all kinds of backgrounds, and all levels of information.
   2. _Emotional_. They are loaded with their past experiences (including having gone to school), and their attitudes and reactions are colored by all kinds of personal prejudices and preconceptions.
   3. _Self-interested_, especially in conflict situations.
   4. _Against whatever they don't understand_, by and large.
   5. _Resentful of being oversold_. When disillusionment sets in, as it always does over the long haul, the overselling boomerangs.
   6. _Idealistic_, when they have a chance to be, and it makes sense to them.

And how does all this relate to school communications?

1. If people are so different, then the same message about schools will not serve for all of them. Different groups in the community--different "target audiences," if you like--will require different kinds of information. You would not want, for example, to convey the same message about schools to the professional staff, to the custodial staff, or to the PTA, although you have "public relations" with all of them.

2. If people are basically emotional about schools, and their reactions are colored by their own past experiences, then you can never assume that what you say about schools is getting through. What is probably getting through is a combination of what you say and how they hear it.

   For example: (a) A parent who is an ivy-league graduate will interpret "quality education" as the whole works--highly qualified teachers, extensive pupil services, high academic standards, and a guarantee of getting his kid into college. (b) A parent, on the other hand, who is not well-educated or whose kids are having a struggle in school now, may interpret "quality education" as a threat and an outrage. He wants his kids to learn the three R's, period; he wants his taxes kept low; and he doesn't want any more academic pressure on his kids than they've got already.

3. If people are self-interested in conflict situations, then you can't afford to delude yourself into thinking that they won't be. If you want to improve their attitutdes toward schools, you're going to have to present them with arguments or with evidence that serve their self-interests, although you may put self-interest in a way they have not seen before.

   Industry's interest in education now, for example, is self-interest, although it is enlightened self-interest. Good schools produce skilled labor, are a recruiting incentive to good executives, and contribute stability to a community because, unlike bad schools, they aren't as subject to periodic upheavals.

4. If people tend to be against what they don't understand, then you must help them to understand you, or they will be against you. Schools don't need to be sacred cows, and school people don't need to be pontifical. If the schools are doing a good job in the first place, then they have nothing to lose and everything to gain by opening their doors.

5. If people are resentful of being oversold, and in the long run overselling boomerangs, then you cannot oversell them about schools. In a way, this really requires a reappraisal of the whole concept of "school public relations." Public relations has come to be synonymous, in the public mind, with manipulation of public opinion--in which the main purpose is to sell, not to guarantee the

quality of the product. "Public relations" is probably a very bad phrase to apply to school-community relations; we prefer the phrases, "school-community communications," or "school-community information services."

Public relations also has a connotation of being one-way: seller to buyer; schools to citizens. No communication, in the true sense of the word, though is one-way. Communication is an exchange of ideas, of information, in which the two-way process is integral to the concept. Some of you may know that the linguistic root of "communications" is "common," or "to put in common."

6. And lastly, if people are idealistic when they have a chance to be, give them a chance to be. Public schools are deeply rooted in the American mind as one of the touchstones of democracy. People want them to be successful and effective. If, through good educational leadership, they have a chance to understand your goals and aspirations, and if, through good communications, they feel that you have listened carefully to theirs, then you both stand a good chance of finding common ground and public support for it.

II. Okay, then, What do you know about teaching? Or perhaps more appropriately, what it takes to be a good teacher?

Well, as a good teacher, you would:

1. Need to know what your goals are.
2. Need background in your subject.
3. Need to know what you are--what you can do--what you're good at, or not so good at.
4. Need to know what resources are available to you, and how to ask for them.
5. Need to know what your learners are like; how they differ; what they know, need, aspire to.
6. Need to be sensitive to differences in learners, and to approach them differently.
7. Need to know how you're getting across--so that you could change your content or methods if that would help.
8. Need to plan intensively, both short-range for the unit, and long-range for sequence and articulation.
9. Need to be honest. Learners watch what you do as well as what you say. If they can't trust you in one area, they won't trust you in any area.

Now how does all this relate to school communications?

1. Here too, you need to know what your goals are. Basically, there are three: (a) to increase parent support through parent understanding, (b) to strengthen the role of schools as democratic institutions in a democratic society, and (c) to improve the education of all children, through a greater sharing in the join responsibilities of schools and parents to educate each child.

2. You need background in your subject in school communications, too. This is no longer a fly-by-the-seat-of-the-pants operation. Background is pertinent in two main areas: (a) the behavioral sciences, which contribute to the understanding of how people will act and react in given situations, and (b) communications principles and techniques. These are both technical areas, and they are big ones. There is no quickie short-cut to real communications capability, but every educational administrator will need to know, at least, the basic principles.

3. You need to know what you are--what you can do--as a communicator--your skills and your limitations. Are you relaxed and in command of yourself in a parent-teacher conference? If not, perhaps it would be wise to get some training in conferencing techniques. Are you a good speaker? If not, let somebody else sign up for the speaker's bureau. Are you full of ideas about local, social, informal contacts between your staff and the community? Try them! Share them. Get together a group of your colleagues and try them out on a larger scale. Are you a fairly secure sort of person? Then open your school and involve your parents--as library aides, student chaperones, participants in parent-staff study groups.

4. You need to know what resources you have and how to call on them. Do you have a director of school-community information services? Is there an advisory committee to the superintendent on school-community relations? Is there a speaker's bureau, a publications office, an audio-visual aids service? Do your formal policies and procedures tell you clearly what you can or cannot do, or offer clear guidelines for individual initiative? Do you know the staff channels through which to ask for or offer information?

5. You need to know what your learners are like. Nothing ever applied more importantly to school communications! You need to know what your community is like--how homogeneous or heterogeneous it is--how large a group its more vocal members really represent. Unless you know these kinds of things, you are absolutely flying blind. You don't know who to talk to, how to talk, what to say, or when to say it!

   Fact-finding about a community is a tough job and a technical one--this is one of the areas in which you would need professional resource help. Some information may be available through census figures, through chamber of commerce surveys, through health and welfare or recreation departments, or even from your own student registration forms. But the main thing here is to know that you need this information, and that you cannot make any really rational plans for information services without it.

6. You need to be sensitive to differences among learners, and to approach them differently. You might, for example, expect to reach the clerical and professional segments of your community with written informational materials--newspapers, Board of Education newsletters and brochures, local school newsletters and flyers. You will probably not reach your

less advantaged parents this way at all. Research does show that if these parents read newspapers at all, they read the headlines, the sports pages, the comics, and the ads. Material sent home with children will not get home in many instances. The best way to reach these parents is through interpersonal communications. But they will not come to the schools. You will have to go to them, through their own community leaders.

One of the commonest difficulties in school-parent communications is a peculiar kind of professional blindness which afflicts all the professions, not just teaching. We do not understand each other's professional jargon. We need to talk plain English to each other; this is the only language we have in common.

7. You need to know how you're coming across. If you don't, in some quantitative sort of way, you have no idea where you are being successful and where you are wasting your efforts. Certainly there are times of conflict and crisis when you do find out how your community feels: in school board elections; through newspaper coverage when the community polarizes over some school issue. But by the time this kind of feedback becomes available, the fat is already in the fire.

   Communications feedback needs to be a continuous thing, continuously evaluated, if you are to know how you're doing and whether or not you're getting through. It can be done through questionnaires, through telephone sampling, by community task forces, etc. Interpersonal communication, of course, has its own built-in feedback mechanism; when you make a statement, and you get back a question or a comment, you know where you stand right then and there.

8. You need to plan intensively. If you know what your community is like and what it wants, and you know what you want and what help you've got, then you can plan. As with lessons, if you don't know where you're going and when you want to get there, you're not likely to achieve either.

9. And lastly, you need to be honest. This is really no different from when we talked about people, and the fact that overselling them boomerangs in the long run. Schools are going to be in business for a long time. Their public image will be a cumulative one. In the long run you have no alternative to being honest, and a lot to gain. The image of honesty is itself a persuasive one, appealing to a reasoned response.

III. Now, what do you know about learning? This is a harder area to be sure of.

1. We know that learning is filtered through past experiences and prejudices. There is no very reliable correspondence between what is taught and what is learned.
2. We know that learning is less threatening if it goes in gradual steps from the known to the unknown, the familiar to the unfamiliar.
3. Learning needs a frame of reference, a sense of direction--or the

learner loses interest.

4. Learning is more efficient in a person-to-person relationship--where ideas can be explored, turned around, related to what is already known, integrated.
5. Learning is more efficient when the learner is involved--an active participant--when he feels that he can make a real contribution.
6. Learning is more efficient when the learner feels that his needs are being served directly.

And how is this related to school communications? To parents, for example?

1. If there is no very reliable correspondence between what is taught and what is learned, then you will have to evaluate your communications efforts on a formally planned, on-going basis. You will want to know what got through, in what form it got through, and whether it needs to be communicated again in some other way or form.

2. If the learner needs to go from the familiar to the new and different, then the most familiar thing to parents is their children. Information to parents needs to be related to their children; understandable in terms of their children. Information about other children needs to be put in a context of shared benefit: when something is changed for the class, or the school, or the school system, "it will work out to your child's advantage, too."

3. We said that learning needs a frame of reference--a sense of direction. Parents, too, need a frame of reference within which to think about schools. They welcome information about the articulation of school programs, for example; what comes next in next year's curriculum sequence; how the current budget request for an increase in salaries will actually decrease class size or increase the school system's ability to recruit more experienced teachers. Most parents do want a better program, but they need to see how all the bits and pieces go together to build it up.

4. We said that learning is more efficient in a person-to-person relationship. It is for parents, too. No amount of one-way information can substitute for the effect of being able to ask a question, and receive a personal answer. Interpersonal contacts with parents can, of course, be very threatening to school people. But I honestly think that much of the threat comes from not knowing the answers. If the job of a school-community information program included keeping staff informed and up to date about the local school and the school system, or made very clear the channels through which such information could be gotten quickly and accurately, then I think that parents would seem less formidable to the schools than they sometimes do now.

5. We said that learning is more efficient when the learner is

involved, when the learner is an active participant. This is, perhaps, the one best way to reach the kind of parent who is still critical after all the efforts we have talked about. If this parent is capable of being reasonable at all, involvement in school-related work--on a PTA committee, in a study group, on the cafeteria lunch line, on a special ad hoc advisory committee--will give him a chance to see how much is accomplished, sometimes under circumstances which may realistically be quite difficult; to see where help is needed; to see what contribution he himself could make; to understand why, at least, his own interests are not being served to the extent that it would like. He will be working with other parents in these school-related activities, and the vast majority of them will be constructive and pro-school. These attitudes are contagious. He may not cease to be a critic, but he stands a much better chance of becoming a constructive critic.

6. And lastly, we said that learning will be more efficient if the learner feels that his interests are being directly served. What parents hopefully will learn, as their understanding of schools increases, is that their own self-interests, and the interests of their children, are being served by a complex system of larger interests, not all of which are very obvious: (a) the community's maturing goals and aspirations; (b) the school system's commitment to the value, rights, and potentialities of every child, and (c) the society's need for an informed citizenry to make intelligent educational policy. Admittedly, these are large concepts. But in the long run, and in the aggregate, they do serve the deepest interests of every citizen, large and small.

(Talk to a postgraduate class in Secondary School Administration, University of Maryland, May 9, 1966.)

THE TEACHER AND THE PUBLIC

by

Beverly B. Stackig

The old expression that school PR begins in the classroom is no joke! As a matter of fact, it ends in the classroom, too.

It begins in the classroom because even the best public relations program cannot offset the effects of a poor teaching program--or the impact of a group of frustrated and dissatisfied parents.

It ends in the classroom because the end result of any school effort, including public relations, should be improved educational opportunities for children.

School PR should be thought of as a planned approach to two-way communications in and between the schools and the community. School PR is many faceted; it includes staff relations, pupil relations, parent relations, community relations, interagency relations. It is not, as commonly thought, a one-way "information program"; it is, instead a dialogue between the school "publics." The purpose should be to effect a mutual understanding that will lead to a cooperative and directional effort to make classroom conditions better.

Look at this in a classroom setting. The classroom is an easy way to describe school PR because there is no real difference between public relations and pupil relations. The objective is the same--you want to achieve a level of understanding on which actions can be based. Do you gain this kind of understanding with your pupils by simply lecturing for an hour? Have they all received the same message with equal comprehension? Do you know what they understand unless you give them an opportunity to respond? NO! Nor do you in parent-relations, or staff relations, or public relations. Gaining understanding is, be definition, a two-way process. Good school PR, then, is a dialogue with mutual benefits.

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Let's start at the beginning. Why is school PR important?

1. First of all, it is important simply because it exists! The choice then becomes, do we order this public relationship or do we leave it in a state of chaos?

2. It is also important because, in our American form of democratic control of the schools, citizens have to be informed to constitute an intelligent electorate.

3. Another reason is the need to counteract the growing resistance to school support at the same time that the costs of educating children are growing.

4. A fourth reason is the possible elimination of major upheavals in the school program--those debilitating changes which can only come about when the citizenry is uninformed or apathetic. Even a relatively low level of information will offset this devastating impact on the teaching program.

One could consider school PR simply in terms of the implications for the for the classroom.

1. An obvious gain is that the child will be better educated as a higher level of understanding is achieved between the home and the school. Or phrased differently, the teacher will get the increased support from the home, which is a needed asset to effective teaching. When the parent understands the nature of his shared responsibility and the role that he is expected to play, and when the citizens understand the real needs and conditions of the schools (as differentiated from the fantasy version of their own childhood experience), the educational opportunities for children will have advanced!

2. Another implication is that a school communications program stresses human values. It means showing respect for the community, understanding the deep commitment of parents, consideration of the problems and expectations of teachers, and concern for the pupil as an individual.

3. A third implication is that a good information program utilizes available resources--both staff and citizen resources. There is much unrecognized capability in staff personnel and there is much useful talent in the community that has not been exploited as it might have been--especially at the classroom level.

4. A fourth implication is that an information program can add to the prestige of the teacher. An example of what happens when the community has a chance to see the teacher--in a real seeting, with real problems, who is operating as a skilled professional--could be illustrated by one of the outcomes of the "Headstart" program this past summer.. The citizen volunteers, who worked with teachers, gained insight into the situations that teachers face and how she copes with them. The teachers discovered, simultaneously, that the citizen who is carefully selected for real capability, can be a tremendous asset in the teaching program. It works both ways. Such PR activity develops real understanding--and this is what school PR is all about.

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Let's get down to brass tacks. What limits the good relationship between the teacher and community?

The absence of an organized information program is, of course, an important element--but far more important are the existing attitudes of both the teacher and parents or citizens. What we really face in school PR is the problem of attitudes and attitudinal changes, and this is no easy matter!

Most of the attitudes are positive. The teacher and the community share, philosophically, the belief that education is important to both the individual child and the nation. Teachers are extremely conscientious about their responsibility and impact on children; parents are both concerned and supportive of the educational opportunities for their children; the community-at-large considers schools an investment in the future of our country.

But there are negative quantities, too. Restricting attitudes suggest the areas of needed change. I have listed below some attitudes (or conditions) that are representational; they are not, of course, true "across the board," but they are sufficiently common to make them worth consideration.

Parents and Citizens

1. Educational goals and aspirations complicated by social prestige and relevant competition.
2. Emotional involvement (both in the case of the individual child and because basic attitudes were formed in childhood).
3. Frustration in school-child conflict in lieu of means of solving the problem.
4. Reluctance to interfere over "minor" problems.
5. Fear of the principal as "authority" figure.
6. Lack of respect for the teacher because, for example, of the parent's higher educational status.
7. Conviction of level of "expertize" in school matters.
8. Desire to project cause of problems on the school.

Teachers

1. Traditional, "You take care of him at home, I'll handle him at school."
2. Fear of controversy and/or expressing weakness.
3. Lack of determination when under fire.
4. Lack of respect for parent's concern.
5. Weak staff relations; inadequate support.

6. Inadequate organizational planning and methods for handling inquiries or problems, conference scheduling, etc.

7. Failure to understand the importance of parent and public relations.

8. Desire to project cause of problems on the home.

It is very difficult to change deep-seated attitudes, but "changing" attitudes is probably less important than "understanding" that they exist and what they are. Through this awareness, the parent and the teacher can begin to alter their approach so that even if the basic attitudes are still unchanged, it will not really interfere with effective interaction. The participants, in other words, will have become sensitive to this area of limitation.

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The role of the teacher in school PR can be viewed in terms of contacts with the staff, contact with pupils, contacts with parents, and contacts with the community.

Contacts with the staff would involve serving on staff PR committees, acting as a news representative for the local school, reporting (significant activities, parent concerns, pupil concerns, conflict areas, etc.).

Contacts with pupils would involve good teaching, respect for the rights and opinions of pupils, maintaining an attractive classroom, showing concern for pupil opinion on school conditions, recognizing and remembering pupils with cards and notes, and extra-class activities, etc.

Contacts with parents would involve developing understanding and partnership concepts, parent visits to schools, teacher visits to the home, reporting pupil progress, parent participation in planning and implementing school activitities, and PTA participation, etc.

Contacts with the community would involve membership in community organizations, informal conversations with friends and neighbors in which the teacher is expected to be an expert in all school matters! (This points up the need for a good internal information program), etc.

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Where do we go from here? Possible school PR developments affecting the classroom teacher are:

System-wide. The Montgomery County Schools are moving in the direction of a formal information program. This will mean, in essence, (1) more information for teachers, (2) more help for teachers (advisement and possibly in-service course offerings), (3) more prepared material for distribution to parents, and (4) more opportunity to hear parent and citizen concerns and to use this information for constructive problem solving.

Local school. It's up to you. Each situation is different; each staff and parent body are different; a local program should fit local needs. The school could initiate a provocative lecture series; there could be more informal coffees or group lunch tours; the school could cooperate in a boy scout venture; there are unlimited possibilities. The choice of activities will have to be determined by the actual needs of the school, the amount of time available, staff and financial resources, organizational support (time scheduling, etc.), and other considerations.

Classroom teacher. Again, this will depend on the "felt need," available time, relative perception of the importance of parent participation, etc. There could be an increase in parent conferencing (provided that time is made available, plus ways for making such conferences easier and more effective); there could be classroom newsletters that discuss the "inside view" (a vantage point that parents sorely need and rarely get); a teacher could sponsor some community project with her class, etc.

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A teacher is justifiably jealous of her time, but good school PR does not have to require so much time. It does require, however, an appraisal of attitudes and an interest in developing real understanding between the teacher and her "publics." And this can be done in subtle, as well as overt and formal ways.

My hat is off to you! You are underpaid, understaffed, and carring the most important burden of democratic survival--the education of the citizens of tomorrow. I do hope, however, that you realize that your burden can be lightened and efforts rewarded through good school-community relations practices.

(Speech material - Jackson Road School, April 4, 1966.)

NEWSLETTER HIGHLIGHTS ON SCHOOL PUBLIC RELATIONS

October, 1964 - Dr. Junius Eddy
November, 1964 - Dr. James vanZwoll
February, 1965 - Dr. James L. Hymes, Jr.
March, 1965 - Mrs. Bea Gudridge
April, 1965 - Dr. William Strasser
November, 1965 - Mrs. Beverly Stackig
February, 1966 - Dr. Roland Pellegrin
March, 1966 - Mr. Richard Holcomb
Mr. Albert Holliday

HIGHLIGHTS OF THE OCTOBER 1964 MEETING

"You can't tell the school story only at election time," said Mr. Junius Eddy, Director of Public Information for the National Committee for the Support of the Public Schools, in our first address in the field of school-community relations. "A school information program must be a coordinated, systematic, long-range plan," built on an honest treatment of facts and a genuine desire for two-way understanding. There are no short-cuts, no snap answers--it is a long, arduous, constant effort in which "you just keep plugging away."

Two negative elements that have been significant all over the country in recent years are the increasing number of extremist organizations which represent a militant force trying "to take over the schools," and the large number of uninformed or misinformed citizens who are influenced by these forces. The obvious answer is an informed public with the ability to discriminate between fact and fiction.

A suburban district in the Portland, Oregon, area has a five million dollar operating school budget with $16,000 for a public information program. Montgomery County has a 60 million dollar operating budget with no money for public information. "We have nine men in Montgomery County simply to maintain shades and blinds," Mr. Eddy said. "We ought to be able to afford enough to tell the taxpayers what's going on in our schools."

The three basic elements in a school information program are (1) the internal staff information program, (2) the external information program, involving all segments of the public, and (3) straight public relations techniques. Basic public relations techniques include the written word--pamphlets, news releases, newsletters, bulletins, etc.; audio-visual materials--slides, slide-tape productions, TV and radio materials, motion pictures, etc.; and face-to-face contacts--public meetings, interchange among staff members, conferences with parents, PTA meetings, lay advisory groups, etc.

Mr. Eddy feels that the most important single element in school-community relations is face-to-face communication, and that the most often ignored group of "public relations agents" are the blue collar workers of the school system. These people are the "authorities on school issues" to the people with whom they associate. They are also curious, interested in knowing more than just the slot they fit into, more about the importance of their work in this big enterprise. "If they have to move partitions around for this thing called team teaching, they ought to know something about team teaching." The morale of the teaching staff is also dependent upon opportunities to ask questions and make suggestions, to develop a sense of total identification.

Face-to-face contacts are "the toughest way but the most vital" in building good school-community relations. However, many devices that work well in smaller, more cohesive communities with a stronger natural allegiance may not work here. The problems of Montgomery County are quite unique, and will require unique solutions. Perhaps programs will have to be designed for segments of the County rather than for the County as a whole. Perhaps far greater use will have to be made of informed lay people in such activities as public speaking and advisory group participation to offset the tremendous load on the professionals. "People have questions and they want answers," preferably from personal contacts. They want the principal to be "someone you can talk to." They want someone to go to when they have a problem.

"I have a feeling that, because of the unique set of circumstances in Montgomery County, this S.A.S.G. study may result in something totally different in the way of techniques for implementing an effective school information program--techniques which rely on human relations factors to a greater degree than anything else." "The challenge is here, but you must look beyond ordinary solutions."

HIGHLIGHTS OF THE NOVEMBER 1964 MEETING

Dr. James A. vanZwoll, Professor of School Administration, College of Education of the University of Maryland, was S.A.S.G.'s guest speaker. "It is important," Professor vanZwoll said, "when thinking about school-public relations, to remember that schools came into being to provide (1) a service that the home could not provide adequately, and (2) a means for developing intelligence so that democracy could be workable. Schools are an extension of the home and an institution of the society. They should reflect the goals and aspirations of the public."

Building for the future of the schools, Professor vanZwoll continued, requires the public to think through the objectives it wants met through the schools, in terms of their cost as well as its "desires," and to state whether it likes what it wants enough to support action. "Expression of liking is not equivalent to a purchase order." Unless the public understands the cost-tab too, it is likely to react with charges of fads and frills. "Leaders, professional and non-professional, have the function of stimulating thought through which the crystallization of public opinion takes place."

"A public that is well informed about its own condition and needs has been known to set its objectives, and to provide support for them, beyond what the professional leadership had dared to suggest or anticipate." On the contrary, "Board and professional people can get so remote from the people that the school program is jeopardized. The necessity for constantly close contact between the elected Board and the citizens cannot be overstressed."

"Private enterprise has some freedoms in the field of public relations that public institutions do not have. Private businesses can legitimately use propaganda; nevertheless, they find that it pays to check back with the public. The public schools have the same incentive to check with the public, to gain its support, but, as stewards in the operation of a public enterprise, the schools have an obligation to check back with the people, to be accountable."

"Anything short of complete honesty carries with it the risk of destroying public confidence in public institutions. It is frightfully dangerous to identify school-public relations with the gaining of favorable publicity--an intimation that the schools are infallible. In the long run, it would be well for the schools to inform the public both of their successes and their failures and the known reasons for both." A soundly based school-public relations program "is essentially a program of adult education. As innovations commend themselves to the public because of their implications for meeting public objectives better, they will be popularly supported."

In the area of interpersonal relations, the first job is probably to inform school employees of what is happening in their own schools, and of their contributions to the same over-all effort, so that they may see themselves at all times as "potential representatives" of the schools. One problem in internal school affairs is that employees sometimes do not differentiate between situations in which the administration has no latitude with respect to carrying out School Board policy, and those in which it has. "There are areas in which the superintendent, principal, and teacher ought to issue orders, just as there are other areas in which they can and ought to involve others in making determinations."

In answer to the question whether a citizen group could actually achieve consensus on the objectives of education, Professor vanZwoll declared that "a negative answer would also be a negation of the possibility of a working democracy. Democracy works through the consensus of a central-tendency, majority group. I have faith that if we tackle this difficult task of a two-way public relations program, and make the information factual, including the price tag, you'll get consensus."

HIGHLIGHTS OF THE FEBRUARY 1965 MEETING

Professor James L. Hymes, Jr., S.A.S.G.'s guest speaker, concentrated on the role of parents among the more personal forms of communication. The parent, he said, has a direct and strongly emotional personal involvement. He is not interested in general facts or statistics, but has a real need and a real right to know about his own child and the immediate conditions surrounding his child. The major block to this needed communication is that neither the schools nor the parents really accept the concept of "the right to know and the need to know." "Parents and teachers are partners" is a trite phrase; the historically old limitations to parent participation in the schools are still in existence. Parents hesitate to "interfere," and the schools are geared to serve children and not the needs of parents and the community.

Initially, the single key person is the teacher. The teacher, however, has had no training for adult interviews, is tired by the end of the day (so is the parent), has a full schedule with little free time, and is a person who is more comfortable with children (having made an unconscious career choice showing preference for children). Teachers, Dr. Hymes feels, should be encouraged and helped in parent contacts, but should not be forced to do so by policies or regulations. Free time in teacher scheduling might be the answer to overloading and fatigue, and briefings or in-service training might be the best solution for gaining insight and techniques in school communications. "The real place where teachers are trained is on the job--when they see the problem."

The principal can also serve as a prime communicator. He has a more flexible time schedule, but he is presently overburdened with mechanical chores which should be done by a clerk or secretary. With more free time, he could organize parent coffee hours, ad hoc groups, classroom meetings, etc. Dr. Hymes feels strongly that parents "must see what goes on with their own two eyes and then talk about it--the two are intimately related." Classroom meetings and observation would cut down on the talking time required in conferences as the parents would already have a base of knowledge upon which to build.

For effective communication there must be a change in attitude and action on the part of both the parents and the school. There must also be adequate funding for staffing, releasing teachers for free time, in-service training, secretarial help, publications, etc. "We cannot have new programs with horse-and-buggy funding." Dr. Hymes tells his students in education, "The first thing you should do is get a helper." Room mothers or some other assistant could help in a third-person role by relieving the teacher of some routine duties: contacting parents, helping in student activities, serving as an on-the-scene reporter in preparing a newsletter to parents, etc. "The critical need is for inspired and interested leadership."

HIGHLIGHTS OF THE MARCH 1965 MEETING

Mrs. Bea Gudridge, S.A.S.G.'s guest speaker, is assistant director of the NEA's Division of Press, Radio and Television Relations. There is always criticism of the schools, she said, in an institution which deals with forty million young people PLUS their parents PLUS their grandparents--all of whom regard themselves as experts. There are always special interest groups, and "the recurring business of vigilantes who are after the books in the school library." But today the climate of opinion toward education is "sunny and milder." "We have a man in the White House who has said he wants to go down in history as the 'Education President,' and we have a national communications network that has become convinced that education is a Number One news story."

Mrs. Gudridge went on to describe the vastly increased attention and coverage given to education news in the past decade by the popular national magazines, and the competitive development of departmentalized coverage of education news in newspapers and news magazines. The Education Writers' Association now numbers 162 active members who spend their full time writing about education, with the background and experience to do an "in-depth job of telling the education story." There are some 500 additional part-time education reporters, but they must handle education news along with other assignments. "Many of these people would like to devote much more time to the trend type of story or classroom features, but they're pretty well hemmed in with routine stuff about school board and other meetings, superintendents' statements, bond drives, and that kind of thing."

Parents, Mrs. Gudridge continued, also have a responsibility for interpreting what is happening in education. They need a national point of view on education--there simply are not very many absolutely unique LOCAL educational problems any more. They need to be able to give credit, as well as criticism, when it is deserved. They need to be armed with facts when one of those "fastspreading rumors about schools deluge a community and threaten all sorts of conflagrations." And, if they want continued fine reporting on education, they ought to say "Thank you" when communications media go to the time, trouble and expense to produce a constructive broadcast or article or series on education.

In the discussion which followed, Mrs. Gudridge spoke of the somewhat guarded relationship between school people and education reporters, and of the NEA's initial (and auspicious) efforts in developing a frank exchange of mutual gripes between these two groups. Teachers, she said, tend to want to present the school story as they see it and think it needs to be told. Reporters, on the other hand, are not beholden, and tend to be more objective in terms of the whole community.

HIGHLIGHTS OF THE APRIL 1965 MEETING

S.A.S.G.'s guest speaker, Dr. William Strasser, Assistant Director of Personnel for the Montgomery County Board of Education, drew heavily upon his past experience as Public Information Officer in Baltimore County in discussing the practical aspects of school-community relations.

Dr. Strasser opened his remarks with qualifications that could well be applied to S.A.S.G.'s project: the need for caution in generalizing from a limited sample of opinion, and the dangers of an "over-educated" bias.

The sheer size of a school system, he said, is perhaps the most critical element in a public information program. A big school system means more schools; more people with whom to communicate; more "absolute money" needing to be spent on more teachers, buildings, etc.; more "publics" and more points of view to take into account; more diversity in the educational program with more special education courses serving individual differences; more potential depersonalization with more resulting antagonisms; more confusion in staff responsibility and more need for special staff services and facilities.

Dr. Strasser outlined ten major problem areas in a school-community information program, which he illustrated by the following questions:

1. Who wants what educational program and service? In a large community with diverse and often conflicting interests and needs, it is necessary to relate school programs to community support and community resources.

2. Who wants to know what about the school system? Effective communication of information is personal, individualized. It is necessary to know what background different groups already have in order to anticipate their needs for information and to assign priorities in staff time.

3. To what extent is there a desire among school staff for a formalized information program? Who will answer whom? How will authority be delegated? How will access to information be gained? How will answers be coordinated? Will staff responses be uniform, systematic?

4. What ways can be found for meaningful participation in wise decision-

making? Decisions should have reasons and be in response to needs. People resent needless participation, but when their needs are involved they have tremendous potential. The larger the system, the more carefully must participation in decision-making be planned.

5. How can the collection of relevant information be organized to provide timely, accurate, comprehensive reports for schools and for the community? Collection of information takes time, costs money, becomes extremely complex in a large system (Montgomery County's school system has 8000 staff people, 150 buildings). Without some formalized system, only a bare minimum can be done.

6. How can relevant information be disseminated to staff and to the community? Every available medium ought to be used to get information to diverse groups; on the basis of what they need, in terms they understand, on deadlines they must meet. Money thus spent serves the best interests of all.

7. How can an adequate number of specialists in school-community information be obtained and retained? Good communications people are hard to find; command considerably higher salaries elsewhere than school systems pay. Communications people are versed in writing, speaking, press relations, TV, etc. Education people are versed in the contents of the curriculum. Ideally, school-community specialists should be competent in both areas; practically, it may be easier to find communications specialists who are oriented to education than vice versa.

8. What is an appropriate pattern of centralization vs. decentralization in maintaining adequate school-community relations? A happy balance is best. Whatever (1) deals with system-wide information, and (2) individual schools or offices cannot do well themselves, may be centralized (e.g., collecting of information; audio-visual materials). The larger the system, the greater the need for selected centralization, and the more need for care in gauging the competencies of local people.

9. Can the requirements of State law be viewed as minimum standards rather than as maximum expectations? The law is only a bare outline, intended as a facilitator for local initiative.

10. Can the effectiveness of school-community relations be measured or evaluated? From different points of view there are different criteria for "effectiveness." The usually accepted ones are (1) significant participation, and (2) lack of perceived criticism. There are others, such as voter response in elections, and the reactions of key people in the influence centers of the community's power structure.

Dr. Strasser made some additional points in answering questions from the S.A.S.G. membership. The Public Information Director needs to have high standing with the staff and direct access to the Superintendent in order to operate effectively; press and TV people must be able to rely on him as an authoritative source and he must be able to get decisions quickly in order to meet their deadlines. Many people can participate in advisory groups to the Public Information Director, both to involve and inform them, and to ensure feedback from many points of view. Staff newsletters can give both after-the-fact dissemination of school news and advance notice of pending programs and opportunities. Educational TV programs or an annual "fact book" can continually up-date "the state of the system."

HIGHLIGHTS OF THE NOVEMBER 1965 MEETING

"Parent-initiated information programs and practices." Mrs. Beverly Stackig, S.A.S.G. president, outlined a talk she had given to the Cresthaven Elementary School PTA on November 2.

"An information exchange between parents and the schools is critically important to the education of the individual child.

"What can parents and the PTA do to improve communication? First, they can take the need seriously, so that they will seek improved understanding. Too often parents worry about problems which can be resolved with adequate information. Too often they do not even know what information they need to help their children. Conflicts due to misunderstanding grow, tensions build, and the child is caught in the middle.

"You can improve home-school understanding! As an individual, you can write, talk, telephone, ask for conferences, testify at hearings. As a PTA, you can (1) organize study groups to determine what you want (or need) to know and what means might be employed to improve communications; (2) conduct community surveys in cooperation with the school staff (resources, needs, etc.); (3) testify at public hearings; (4) use PTA meetings as a forum for controversial issues (this would serve both to stimulate thinking about education and to help resolve conflicts before they become severe); (5) spend at least five minutes at PTA meetings on fact-filled presentations about County-wide matters, giving a much-needed perspective; (6) have buzz sessions, a parent question box, father's night, informal coffees with the principal, etc.; (7) form a "block commander corps" (one person per block, kept well-informed by the principal and PTA study groups, who can serve as liaison person between school and block residents for information, messages, etc.; (8) use citizen specialists in a school enrichment program (e.g., local political figure talking on government); (9) help to "meet the teachers" through newsletter personality profiles or feature stories about their accomplishments; and (10) help new teachers to feel at home in the community by driving them around, introducing them to community leaders (non-school, too), inviting them into homes for informal coffees, etc.

"These are some highlighted ideas; the opportunities for improved understanding are limitless. The important thing is to start!"

HIGHLIGHTS OF THE FEBRUARY 1966 MEETING

"I'm intellectually and emotionally committed to gathering facts from which rational decisions can be made."

Thus Dr. Roland J. Pellegrin, Director of the University of Oregon's Institute for Community Studies and Director of the U. S. Office of Education's Center for the Advanced Study of Educational Administration, set the stage for his discussion of "Power Structure in Educational Decision-Making."

This is a new type of thing, Dr. Pellegrin began; studies of educational decision-making go back only five or six years. But there are older studies of decision-making at the local community level that have pertinent insights to offer. "'Who's running things?' is a very old question."

In the 1940's and 50's, studies which focused on class structure and social participation destroyed two of America's favorite cultural myths: "The Town Hall Syndrome," and the idea that we are a nation of joiners. These studies showed that participation in decision-making at the local community level was far more limited than had been supposed, and that only a small proportion of the population was active in any kind of civic organization. The "actives" tended to be professional and managerial-type people--the upper middle class; occupational, educational, and income levels attained were all closely correlated to participation in civic affairs.

In 1953, Hunter's classic study of power structure in an American community (Atlanta) showed that policy-making involved only a tiny proportion of the population. Using newly invented and thereafter widely copied techniques, only 40 "knowledgeables" were identified out of a city of one-half million. These 40 people were primarily active in the fields of business and industry, and "they ran the show." In this study, however, Hunter did not subdivide "influence" into different areas of civic activity. In 1961, Dahl's long-term study of New Haven showed that city's power structure to be be much more fragmented than had been supposed--the people who were influential in one area of civic affairs (e.g., business, health, education, urban renewal) were not influential in others.

The University of Oregon is currently studying community power structure in three Oregon cities, ranging in population from 4,000 to 45,000 (city + suburbs). The researchers are primarily interested in educational decision-making, but three other areas of civic activity are also being studied for purposes of comparison: economic affairs, local government, and public recreation. The studies are being done in two ways: (1) by the interviewing of "knowledgeables" (a) to identify and to rank other knowledgeables, in general, and in the four specific areas of activity, and (b) to identify and to rank influential community groups or organizations, in general, and in the four specific areas of activity; and (2) by analysis of the past six years of the community's newspapers.

The University of Oregon's preliminary findings show that, although there is some overlapping, the great majority of community leaders are influential in only one area; none in all four. Among those who ranked highest as "general influentials," the majority were the same people who ranked high in economic affairs or local government; the origin of influence seems to be in economic affairs. Very few of the top-ranking "general influentials" also appeared in the lists of top-ranking influentials in education or recreation.

Who, then, are the influentials in education? If one ranks all community activities in a hierarchy to which people attribute significance, Dr. Pellegrin continued, economic affairs and local government rank very, very high. Those who achieve influence in the community do not seek it in education; their involvement in education is usually transitory or marginal and relates primarily to their interest in economy or property values. Most of those who are the top-ranking influentials in education are already occupied with education: the school superintendent, occasional principals, and present and former school board members.

In general, educational decision-making can be regarded as: (1) routine (long-run, not steeped in controversy), in which the influential circle is small and basically revolves around the educational administration, and (2) "in the public eye" (controversial situations), in which public involvement is larger and anti-administration leaders tend to emerge. On a sustained basis, the power structure in educational decision-making involves the educational administrators, who initiate, recommend, or suggest alternatives, and the school board, which accepts, rejects, or chooses among the alternatives. School superintendents, Dr. Pellegrin commented parenthetically, do not have this self-concept; they see themselves as at the mercy of the public.

During a question-and-answer session following his talk, Dr. Pellegrin made a number of additional points.

1. Standards and trends in education are set nowadays on the national level; they have a big impact on what happens at the local level.

2. No women appeared on any of the three Oregon cities' lists of top-ranking "general influentials" (Dr. Pellegrin hesitated to hazard any guesses as to their influence behind the scenes).

3. Very few newspaper editors or publishers appear in studies of "influentials"; newspapers are seen as reflecting, rather than creating, dominant positions. Word-of-mouth discussion has a far greater impact than newspapers on people's attitudes toward education.

4. Most communications about schools are directed toward people who are already convinced of the relevancy of public education. For those who are not convinced, we don't need more of the same; we need to change strategy and move in new directions.

HIGHLIGHTS OF THE MARCH 1966 MEETING

Guest speakers. "The most essential foundation of a school PR (public relations) program is internal (board and staff) understanding." This implies a commitment, both in fact and in theory, to the importance of an information program, a commitment to the needed financing and organizational support, and a written policy that establishes mutual understanding of goals and program priorities.

Al Holliday (Fairfax County Schools) and Richard Holcomb (Arlington County Schools) impressed S.A.S.G. members as facing very different problems and sets of conditions. Their methods of operation are quite different; yet many of their conclusions were similar.

Mr. Holcomb pointed out that the entire field of public relations is in the process of evolution. "You can't snow people any more--they're just not buying!" Audiences today are sophisticated, and deluged with mass media "information." As a consequence, public relations has changed from a "publicity" function to a function of management.

Both of these school PR men view their role in school management as being "the man who has time to be a liaison person between the schools and the community," and as the staff advisor on citizen responses, communications, crisis situations, etc. The end result, said Mr. Holliday, should be "mutuality of purpose"; a shared understanding in outlook and sense of perspective. As it is now, the child is all too often in the middle of all sorts of forces pulling in opposite directions.

Both men feel that the PR staff member should be an arm of the superintendent and report directly to him; that the PR man must be an "independent operator" within clearly defined sets of responsibilities. (When Mssrs. Holliday and Holcomb had finished describing what they do, not only in informing their school staffs and communities, but in estimating and anticipating community reactions, S.A.S.G. members could not help but feel that a good PR man would be an invaluable adjunct to a superintendent's leadership functions.)

Suggestions for what is needed in school PR included the following:

1. Substantive content in school publications, rather than sets of statistics.
2. Means of evaluating community responses to the schools, as well as to the school PR program.
3. Increased reliance, by the superintendent, on the school PR man as an advisor on community responses.
4. Development of new communications channels ("We don't control any media outlets except our own").
5. Translation of educational jargon into the vernacular of the community.
6. Direct interaction between the local school and the community.
7. More participation by staff members in fraternal and civic organizations.

Mr. Holcomb observed that nine-tenths of the problems between organizations and the school staff were not concerned with the substance of the problem, but with the "tone" of the relationship. "People on both sides tend to deal with each other in terms of their respective 'roles,' unless they can become well acquainted as individuals. Such acquaintance fosters mutual respect, and diminishes the possibility that frank comments will be taken personally."